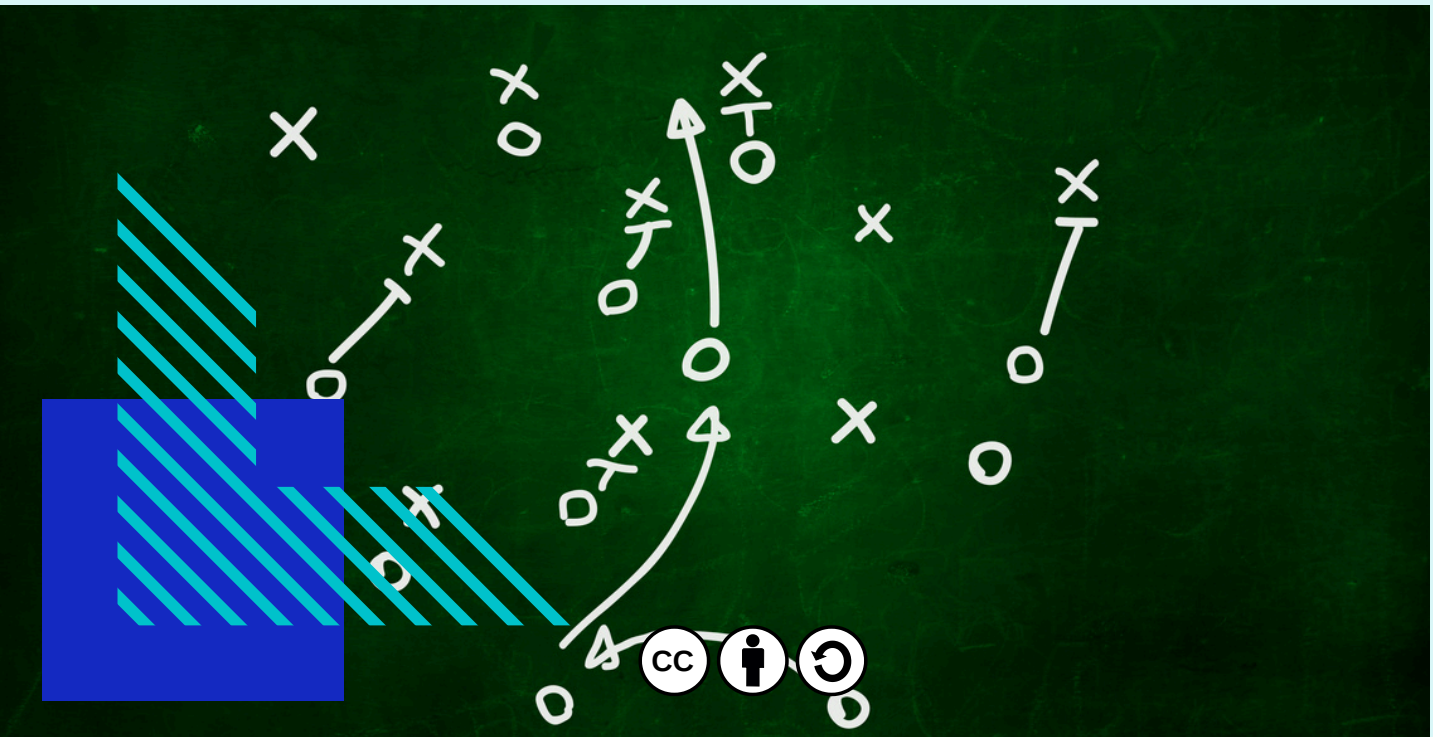
Ref. Ares(2026)9384158 - 05/10/2026

Talenttech

D2.2 E-Learning Modules on Sports Technologies

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Part A — Front Matter and Module Emphasis Outline

A.1 Introduction

Purpose. D2.2 turns the TalentTECH curriculum defined in D2.1 into finished, deliverable e-learning content. Where D2.1 specifies what is to be learned — five modules, their outcomes, workloads and assessment logic — D2.2 specifies the learning itself: the screens a learner sees, the words on them, the videos and their transcripts, the animations, the interactive exercises, the quizzes, the case studies, the worksheets and the rubrics. It is written so that a developer can build the SCORM package, a video producer can shoot the explainer videos, and a facilitator can run the workshops, each without needing to ask a further question.

Relationship to D2.1. D2.2 is the direct operationalisation of D2.1. Every module title, learning outcome, workload figure, assessment weighting, entry requirement, completion evidence and the 60/100 pass threshold is inherited from D2.1 section 4.3 and reproduced without alteration. D2.2 adds the layer D2.1 deliberately leaves open — the concrete instructional content that constitutes an interactive course.

Relationship to the other WP2 deliverables. D2.2 references, but does not contain, the content of neighbouring deliverables. Fuller real-world case studies live in D2.3; step-by-step technical setup and configuration guidance lives in D2.4; the standalone instructional videos live in D2.5; and the assembled, navigable learning hub is D2.6. Where a module points a learner towards deeper technical setup or a longer demonstration, it cross-references the relevant deliverable rather than duplicating it.

What D2.2 contains. Front matter (this Part A); five complete module content packages (Part B); and programme-level closing content — the final integration assignment, the learner-journey/analytics map, the localisation plan, the production checklist and consolidated annexes (Part C).

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What D2.2 does not contain. It is not the implementation guide (D2.4): it does not walk a coach through installing a specific vendor tool. It is not the case-study collection (D2.3): its in-module cases are short illustrative composites, not the verified academy case studies delivered separately. It is not the video files themselves (D2.5): it provides specifications and transcripts, not rendered media. Reviewers should not expect D2.4, D2.3 or D2.5 content here.

A.2 Pedagogical Approach

The five modules share one instructional model, applied consistently so that learners meet a familiar structure each time and facilitators can support any module with the same playbook.

- **Blended and self-paced.** Each module combines self-paced portal study with one facilitated workshop or webinar and one applied task carried out in the learner's own academy. The self-paced portion is designed to be completed in short sittings on any device.
- **Scenario-based and applied.** Content is anchored in concrete football situations rather than abstract description. Every module culminates in a task the learner performs with their own players or footage, so that learning transfers into practice.
- **Role-sensitive.** Shared foundational content is common to all, but each module includes role-specific pathways so that a scout and a performance analyst leave the same module with different, directly usable outputs.
- **Constructively aligned.** In each module the learning outcomes, the screens that teach them, the activities that practise them and the assessment items that evidence them are mapped to one another explicitly. Nothing is assessed that was not taught.
- **Proportionate.** Every module includes at least one pathway that can be completed with no budget, no paid platform and everyday equipment. Technology is a means to better player development, never a prerequisite for participation.
- **Engaging, without gimmicks.** Every interaction carries a learning purpose and returns feedback that teaches, rather than decoration.

A.3 Standard Module Architecture

Every module follows the fixed digital learning sequence set out in D2.1 section 4.1:

1. **Introductory learning unit** — framing, relevance to the learner's role, and the module's outcomes.
2. **Core content pages** — the substantive teaching, delivered screen by screen.
3. **Short video-based explanation** — a 4–7 minute explainer, fully transcribed and subtitled.
4. **Downloadable worksheet or implementation guide** — the applied-task template, exportable as a fillable PDF for offline use.
5. **Short knowledge check** — a quiz with a 60% pass threshold.
6. **Case-based or scenario-based assignment** — the applied task performed in the learner's own setting.
7. **Reflection or discussion task** — a portal discussion prompt closing the loop.

The sequence is identical across all five modules. Only the content, the workload split and — for Module 5 — the assessment weighting change.

A.4 Completion, Progression and Validation Logic

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Module completion. A module is complete when the learner has (a) reviewed the core content, (b) scored at least 60% in the knowledge check, and (c) submitted the applied task or equivalent practical evidence. All three conditions are required.

Retakes. The knowledge check may be retaken. Items are drawn from a larger pool and re-randomised on each attempt, so that a retake tests understanding rather than memory of a fixed sequence. There is no cap on attempts, but the portal records the number of attempts as an engagement signal.

Facilitator validation. The applied task is reviewed by a named facilitator against the module rubric. Facilitator sign-off is the point at which practical evidence is accepted. Facilitator profiles per module are specified in B.1 and may include coach educators, scouting specialists, performance practitioners, sports-technology experts or academy managers depending on module focus.

Programme completion and certification. Participants who complete the four core modules (1–4) and submit the final applied academy-integration task (Part C.1) receive a certificate of completion. Participants who complete selected modules receive a certificate of participation or module-based recognition.

Module 5 as an extension. Module 5 (VR/AR) is an innovation-oriented extension module, delivered depending on organisational readiness, staff confidence and available resources. It carries its own assessment weighting (30% case-based reflection, 70% concept note) and is not required for the certificate of completion, though completing it is recognised.

A.5 Technical Specification

Packaging. Each module is delivered as a self-contained learning object packaged for both SCORM 1.2 and SCORM 2004 4th Edition, so that it imports into legacy and current LMSs alike.

Portal data captured. In line with D2.1 section 4.1, the portal records, per learner per module: access to core learning materials; time spent; knowledge-check completion and score; applied-task submission; webinar/workshop participation; and post-module satisfaction rating. This data set is the evidence base for the project KPIs (mapped in Part C.2).

Responsive, mobile-first behaviour. Content is built mobile-first and reflows from a ~360 px phone viewport up to desktop. All interactions are usable by touch and by pointer; no interaction depends on hover alone.

Offline provision. Every module exports a downloadable PDF carrying the full core content, the worksheet and the case study, so that learners with intermittent connectivity can study and complete the applied task offline and submit later. Worksheets are provided as fillable PDFs. Where connectivity is a persistent barrier, modules may be distributed by USB (see A.6).

File-weight budgets. Target per module: total SCORM package ≤ 25 MB excluding video; each animation ≤ 2 MB; images optimised to ≤ 300 KB; the explainer video streamed rather than embedded in the package.

Video hosting and player. Explainer videos are streamed from the PlayMaker portal's hosting with adaptive bitrate, an HTML5 player, closed captions in three languages, downloadable transcript, and a low-bandwidth fallback quality. Videos are not embedded inside the SCORM package.

Browser support. Current and previous major versions of Chrome, Edge, Firefox and Safari, on desktop and mobile.

A.6 Accessibility and Multilingual Specification

Standard. WCAG 2.1 Level AA is the working standard for all screens, documents and media.

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- **Captions and subtitles.** Every video ships with closed captions in English, Turkish and Lithuanian. English is authored first as the source; Turkish and Lithuanian are produced through the localisation workflow in Part C.3. Captions are time-coded, verbatim, and reviewed by a native speaker before release.
- **Transcripts.** Every video carries a full downloadable transcript in each language, available to learners using screen readers and to those on connections that will not stream video.
- **Screen-reader behaviour.** Correct heading structure, meaningful alt text on informative images, empty alt on decorative images, ARIA labels on interactive components, and a logical reading and focus order. Interactive exercises announce state changes and feedback to assistive technology.
- **Colour and contrast.** Text and essential graphics meet AA contrast ratios. No information is conveyed by colour alone; status is always reinforced by text, icon or pattern.
- **Keyboard navigation.** Every interaction is fully operable by keyboard, with a visible focus indicator and no keyboard traps.
- **Plain language.** Learner-facing copy uses short sentences, the second person, and defines every technical term on first use.
- **Low-bandwidth and offline.** Alongside the PDF export, a USB distribution package contains the PDF content, worksheets, transcripts and downgraded-quality video files, so that academies without reliable internet can still deliver the modules.

A.7 Ethics, GDPR and Safeguarding Statement

Synthetic data only. Every player, dataset, dashboard reading, GPS figure, heart-rate value, workload score and academy used anywhere in D2.2 is invented for teaching purposes and clearly labelled as illustrative. No real player data appears in any module. Where a screen shows a data table or dashboard, it carries a visible “illustrative data” marker.

Consent taught, not assumed. Modules that handle player data (particularly Modules 1, 2 and 3) teach informed-consent principles as content: what data may be collected, on what basis, how it is stored, who may see it, and the additional care required for minors. Learners are taught that collecting a metric is not a justification for collecting it.

AI bias awareness. Module 1 treats bias, over-reliance on automated scores and poor data quality as core content, not as a caveat. Learners are taught to use automated outputs as one input alongside expert observation, never as a verdict.

Athlete welfare and anti-over-monitoring. Module 3 (and the wider programme) carries an explicit welfare message: monitoring exists to protect players, not to surveil them; more data is not automatically better; and over-monitoring can itself harm young athletes through pressure and early specialisation.

Safeguarding of minors. Because academy players are frequently minors, examples model good safeguarding practice, data involving minors is treated with heightened care in every illustration, and no activity encourages the isolation of a young player from trusted adults or the sharing of a minor's personal data beyond those with a legitimate role.

A.8 Quality Assurance and Validation Plan

Internal peer review. Each module is reviewed within the consortium against this specification and against D2.1 before it leaves Compass Academy. The review checklist confirms: figures match D2.1; every outcome is taught, practised and assessed; each module has a quiz, a case study, transcribed multimedia and at least three exercises; a no-budget pathway exists; data is synthetic and citations real; and the content is buildable without further questions.

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External expert review. At least two external experts review each major resource — a football-domain expert (coaching, scouting or performance) and a sports-technology or learning-design expert — focusing on content accuracy, practical applicability and currency. Module 3 additionally receives a review point on welfare and data-protection framing; Module 1 on bias framing.

Pilot testing. Each module is piloted with a small learner group drawn from the target roles before wider release. Pilots test comprehension, completion time against the D2.1 workload, quiz difficulty against the 60% threshold, and usability on mobile and offline.

Feedback instruments. A short post-module satisfaction survey (feeding the 75–80% satisfaction KPI), an applied-task quality sample, and pilot focus-group notes.

Version control and deployment. Content is held under version control with a documented revision log. Following internal review, external review and pilot, each module is revised and then handed to Vidisport for integration into the PlayMaker portal (D2.6), with a final pre-deployment functionality test before public release.

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Module Emphasis Outline — how the five modules differ

A one-page orientation to the distinct centre of gravity of each module, so that the five do not read as one course repeated five times. All share the architecture of A.3; what changes is the core question each puts to the learner.

Module 1 — AI-Powered Talent Identification and Digital Scouting

Centre of gravity: judgement, not automation. The animating question is "when should a human confirm, challenge or overrule an automated output?" It teaches structured performance indicators and the evolution of digital scouting, but its distinctive weight falls on combining qualitative observation with quantitative evidence and on the three failure modes — bias, over-reliance on automated scores, and poor data quality. Signature activity: compare youth players using footage, indicators and a simplified AI ranking. No-budget pathway: a structured observation-plus-spreadsheet method needing no scouting platform.

Module 2 — Performance Analytics for Player Development and Decision-Making

Centre of gravity: fewer, better metrics. Its question is "which small number of indicators actually inform a development decision?" Module 2 is about turning data a learner already has into a developmental plan. It teaches against metric proliferation and dashboard overwhelm; its distinctive skill is selecting and interpreting a handful of meaningful indicators and communicating them to staff and players. Signature activity: read a sample dashboard and write a development summary. No-budget pathway: a three-indicator tracking sheet built by hand.

Module 3 — Wearable Technologies for Monitoring, Health, and Injury Prevention

Centre of gravity: welfare and response, not collection. Its question is "what do I do about what the data shows?" This is the module where ethics, consent, minors' data and the risk of over-monitoring are core teaching rather than caveats. It covers GPS and physiological monitoring and workload/recovery/readiness concepts, but the distinctive competence is recognising warning signs and responding appropriately to protect players. Signature activity: review a training week's load data, flag risk signals, recommend adjustments. No-budget pathway: a session-RPE and wellness-questionnaire routine requiring no hardware.

Module 4 — Video Analysis for Tactical and Technical Evaluation

Centre of gravity: feedback design and time realism. Its question is "how do I turn footage into learning a player will act on, in the hours I actually have?" It teaches tagging, coding, clip selection and tactical/technical review, but its distinctive honesty is about time efficiency — video analysis fails in academies mainly because nobody has the hours, so the module builds a sustainable, lightweight workflow. Signature activity: annotate a short sequence and design a feedback intervention. No-budget pathway: a phone-and-free-software clip-and-feedback routine.

Module 5 — VR/AR and Applied Technology Integration in Training Environments

Centre of gravity: judgement about adoption, not the technology itself. Positioned as the innovation extension module, its question is "when is this worth it, and how would I introduce it without disrupting everything else?" It covers immersive learning, perception and decision-making support, and simulation-based repetition, but is candid about the current limits of the evidence and about when simpler methods are the better choice. Its distinctive move is to close the whole programme by combining several technologies into one coherent development framework rather than adopting tools in isolation. Signature activity: a staged, realistic integration outline for the learner's own academy. Assessment differs: 30% case-based reflection, 70% concept note.

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Notes for the consortium (assumptions made)

1. Version set to 1.0 draft and licence set to CC BY-SA 4.0 for consistency with D2.1's open-licence approach; confirm the exact CC variant the consortium has adopted.

2. SCORM 1.2 + SCORM 2004 4th Edition packaging is assumed to maximise LMS compatibility; if the PlayMaker portal mandates a single standard, this can be narrowed.

3. Screen / quiz / exercise counts in the module identity cards (B.1) are build targets within the ranges the prompt sets, not figures from D2.1.

4. D2.1 lists Module 3's evidence of completion as a “monitoring plan and risk-response rationale” while section 4.3 names the applied task a “monitoring action plan” — treated here as the same artefact; flag if the consortium intends two separate documents.

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Module 1. AI-Powered Talent Identification and Digital Scouting

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This module is part of TalentTECH Deliverable D2.2. Core module (part of the certificate-of-completion pathway).

B.1 Module identity card

Field	Detail
Module number & title	Module 1 — AI-Powered Talent Identification and Digital Scouting
Recommended level	Foundation to Intermediate
Status	Core
Total workload	8 hours
Workload split	4 h self-paced learning · 2 h facilitated workshop · 2 h applied task
Entry requirement	Basic digital literacy and familiarity with player observation
Assessment components	20% quiz · 40% case analysis · 40% structured scouting profile
Pass threshold	60/100
Evidence of completion	Submitted player assessment template and facilitator validation
Suggested facilitator profile	Scouting specialist or coach educator with digital-scouting experience
Online screens (target)	18
Estimated online completion time	approx. 4 hours (self-paced)

B.2 Module rationale and learning outcomes

RATİONALE (LEARNER-FACİNG)

Talent identification is often shaped by short observation windows, personal preference and criteria that change from one scout to the next. AI-supported tools can help you structure what you look at, compare players on the same terms, and notice patterns a single pair of eyes may miss. But a model is only ever one voice in the room. In this module you learn to use automated outputs as a prompt for better judgement — never as a verdict — and to spot when the data is biased, thin or simply wrong.

SPECİFİC LEARNİNG OUTCOMES (VERBATİM FROM D2.1)

By the end of the module, participants will be able to:

- **LO1.** explain the role of AI in talent identification and scouting workflows;
- **LO2.** identify the types of data commonly used in AI-supported scouting;
- **LO3.** interpret digital scouting outputs in combination with expert observation;
- **LO4.** apply objective criteria when assessing player potential;
- **LO5.** recognise risks related to bias, over-reliance on automated scores, and poor data quality.

CONSTRUCTİVE ALİGNMENT MATRİX

LO	Taught on screens	Practised in activity	Assessed by
LO1	S2–S4 (what AI does in scouting)	Ex.1 sorting the workflow	Q1, Q2; case analysis intro
LO2	S5–S6 (data types & quality)	Ex.3 data-quality hotspot	Q3, Q4; scouting profile
LO3	S7–S9 (reading outputs)	Ex.2 confirm/challenge scenario	Q5, Q7; case analysis
LO4	S10–S12 (objective criteria)	Applied task (profile)	Q8; scouting profile rubric
LO5	S13–S15 (bias & risk)	Ex.2; case study	Q6, Q9, Q10; case analysis

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B.3 Screen-by-screen storyboard

Each screen below carries its number and title, screen type, the on-screen copy and narration the learner sees or hears, the interaction and feedback, and the time on screen. The narration is written as it would be spoken. Visual-asset briefs for animated screens are expanded in B.5. All data shown on screens is synthetic and labelled illustrative.

#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
1	**Welcome & EU acknowledgement** _text_	Welcome to Module 1. This module is co-funded by the European Union. Over roughly four hours of self-paced study plus a workshop, you will learn to combine AI-supported scouting with your own expert eye.	Continue button. No scoring.	1 min
2	**Why this matters** _video_	Meet two scouts assessing the same winger and reaching different verdicts. The video sets up the module's core question: where does the model help, and where must you overrule it?	Play; captions EN/TR/LT; transcript link.	6 min
3	**What AI actually does in scouting** _text + graphic_	AI in scouting mostly does three things: it structures observation into consistent categories, it ranks or filters large player pools, and it surfaces patterns across many matches. It does not 'know' football and it does not decide. You decide.	Hotspot on a three-part diagram (see B.5 Anim.1).	8 min
4	**The scouting workflow, with and without AI** _animation_	A traditional workflow (watch → note → shortlist → recommend) is shown alongside an AI-supported one, where filtering and pattern-surfacing sit between watching and shortlisting — but the human recommendation stays at the end.	Play/scrub animation; toggle 'with AI' / 'without AI'.	7 min
5	**Types of scouting data** _text_	Event data (passes, shots, duels), tracking data (positions, distances, speeds), physical/wearable data, and contextual data (opposition, minutes, role). Each answers different questions and each has blind spots.	Expandable cards per data type.	9 min
6	**Data quality — garbage in, garbage out** _text + hotspot_	A model trained on 200 minutes cannot tell you about a player's ceiling. Small samples, missing data, and inconsistent tagging all distort outputs. Before you trust a number, ask: how much data, collected how, over what period?	Hotspot flaws in a sample dataset (see Ex.3).	10 min
7	**Reading an AI scouting output** _text + graphic_	A typical output gives a percentile, a role fit, and a confidence band. Illustrative example: 'Winger A — 88th percentile progressive carries, low sample confidence.' The confidence band matters as much as the score.	Annotated dashboard walkthrough.	9 min
8	**Combining data with your eye** _text_	The output tells you what happened; observation tells you how and why. A high duel-success number may hide poor decision-making that only footage reveals. Use the number to decide what to go and watch.	Continue.	7 min
9	**Confirm, challenge or refine?** _branching scenario_	You are handed a model's top-ranked full-back. The scenario asks, at three decision points, whether the data should confirm, challenge or refine your view — and shows the consequence of each choice.	Branching choices with consequence feedback.	12 min
10	**Objective criteria for potential** _text_	Potential is not current output. Structure it: technical, tactical, physical, psychological/behavioural, and trajectory (age vs level). Score each on the same scale for every player so comparisons are fair.	Continue.	8 min
11	**Building a scoring rubric** _text + download_	You will use a five-domain rubric with a 1–5 scale and written evidence per domain. Download the scouting profile template now; you will complete it in the applied task.	Download fillable PDF (B.9).	6 min

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#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
12	**Comparing several players fairly** _drag-and-drop_	Rank four youth players on one domain at a time, using footage stills, indicators and a simplified AI ranking. Notice where your order disagrees with the model's.	Drag to rank; feedback on divergence (see Ex.1).	10 min
13	**Bias in scouting data** _text + graphic_	Models learn from history. If a league under-recruited late-developers or certain positions, the model will too. Relative age effect, minutes bias and role bias are the common traps in youth football.	Hover to reveal each bias with an example.	9 min
14	**Over-reliance on automated scores** _text_	A single composite score feels decisive, which is exactly the danger. Treat any all-in-one 'talent score' as a starting question, not an answer. Ask what it includes and what it silently leaves out.	Continue.	7 min
15	**Ethics, consent and minors** _text_	Most academy players are minors. Collect only what you need, store it securely, be clear who can see it, and involve guardians. A metric being available is never on its own a reason to collect it.	Acknowledgement checkbox.	7 min
16	**Scouting without software** _text + download_	No platform? A structured observation sheet plus a shared spreadsheet gives you most of the consistency benefit. The no-budget routine is included in your download pack.	Download no-budget routine.	6 min
17	**Knowledge check** _knowledge check_	10–12 items drawn from a pool. 60% to pass; retakes allowed.	Quiz; instant per-item feedback.	15 min
18	**Applied task & reflection** _reflection + download_	Complete a structured scouting profile on one real player you can observe, then post one insight and one doubt to the discussion space.	Upload submission; post to forum.	varies

B.4 Video specification and full transcript

Field	Detail
Learning purpose	Frame the module's core idea — AI structures and prompts, the scout decides — and motivate critical use of outputs.
Duration (target)	5 minutes
Approach	Two on-screen scouts plus screen-capture of an illustrative dashboard; light motion graphics.
Links to	Deeper dashboard walkthroughs are demonstrated in D2.5; this video introduces, it does not duplicate them.

SHOT-BY-SHOT OUTLİNE

8. Cold open (0:00–0:25): two scouts, split screen, give opposite verdicts on the same winger.
9. Section 1 (0:25–1:40): what AI does — structure, filter, surface patterns — with a simple animated workflow.
10. Section 2 (1:40–3:00): reading an output; the confidence band; screen-capture of an illustrative percentile card.
11. Section 3 (3:00–4:15): three failure modes — bias, over-reliance, poor data — each with a quick concrete example.
12. Close (4:15–5:00): the two scouts again, now using the model to decide what to go and watch, and agreeing on a plan.

FULL TRANSCRİPT (ENGLİSH SOURCE FOR SUBTİTLİNG)

Two scouts watch the same winger for ninety minutes. One says 'sign him tomorrow'. The other says 'not for us'. They saw the same match. So why the different answer?

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This is the problem talent identification has always had. Short observation windows. Personal preference. Criteria that shift from one scout to the next. AI-supported scouting exists to help with exactly this — but only if you understand what it is doing.

Here is what these tools actually do. First, they structure your observation into consistent categories, so every player is described in the same language. Second, they filter large pools, so you spend your limited hours on the right shortlist. Third, they surface patterns across many matches that no single viewing could reveal. Notice what is not on that list: the tool does not know football, and it does not decide. You decide.

When you open an output, you usually see three things: a score or percentile, a role fit, and a confidence band. People stare at the score and ignore the band. That is a mistake. A player in the eighty-eighth percentile on two hundred minutes of data is a question, not a conclusion. The band is telling you how much to trust the number.

So use the number to decide what to watch. The data tells you what happened. Your eye tells you how, and why. A brilliant duel-success figure can hide a player who wins the ball and immediately loses it again — and only footage shows you that.

Three things will catch you out. Bias: models learn from history, so if a league overlooked late-developers, the model will overlook them too. Over-reliance: a single all-in-one talent score feels decisive, which is exactly why it is dangerous. And poor data: a model built on a tiny, messy sample will give you a confident answer that is simply wrong.

Back to our two scouts. This time they let the model flag three full-backs worth a closer look, then they go and watch — together, with a shared rubric. They still disagree at first. But now they are disagreeing about the same evidence, on the same terms. That is what good digital scouting gives you: not the answer, but a much better argument.

SUBTİTLE & TRANSLATİON GUİDANCE

Target 32–42 characters per line, maximum two lines, minimum one second per subtitle. Translate meaning, not word-for-word; keep the glossary terms below identical across all appearances so learners build a stable vocabulary.

TRANSLATOR GLOSSARY (RENDER CONSİSTENTLY İN TR / LT)

Term	Meaning for translators
percentile	A player's rank relative to a comparison group (e.g. 88th = better than 88% of that group).
confidence band / sample confidence	How much data underpins a figure; low confidence = treat with caution.
relative age effect	Bias favouring players born early in the selection year.
role fit	How well a player's profile matches the demands of a specific position/role.
composite / talent score	A single number combining several metrics; convenient but can hide its components.

B.5 Animation and interactive graphic briefs

ANİMATİON 1 — WHAT AI DOES İN SCOUTİNG (THREE FUNCTİONS)

Field	Detail
Concept	A single scout icon feeding into three labelled channels — Structure, Filter, Surface patterns — all flowing back to one human 'Decide' node.
Sequence	Player pool enters left → splits into the three functions → recombines at a human decision node on the right that stays highlighted throughout.
Labels	Structure observation · Filter the pool · Surface patterns · YOU decide (persistent).
Learner control	Play, pause, and click each function to expand a one-line example.

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Field	Detail
Misconception it corrects	That AI 'picks' players. The persistent human node makes clear the model informs but never decides.

ANİMATİON 2 — CONFİDENCE BAND VS SCORE

Field	Detail
Concept	An animated percentile card where the score stays fixed at 88 but the confidence band widens and narrows as the sample size slider moves.
Sequence	Slider at 200 min → wide band, 'low confidence' → slider to 1,500 min → band narrows, 'high confidence'.
Labels	Percentile (88) · Minutes sampled · Confidence band · 'Go and watch' vs 'trust it'.
Learner control	Learner drags the sample-size slider and watches the band respond.
Misconception it corrects	That a high score is reliable on its own. The band, not the score, tells you how much to trust it.

B.6 Interactive exercises

Exercise 1 — Rank four youth players fairly (drag-and-drop ranking)

Instructions to the learner: You have four illustrative U16 wingers. Using one domain at a time (start with 'progressive carrying'), drag them into your ranked order. Then reveal the simplified AI ranking and see where you diverge.

Stimulus: Four cards, each with a footage still, three indicators and a short note. All data illustrative.

Option / input	Correct?	Feedback shown
Learner's order matches AI on 4/4	—	'Full agreement — but check: did you rank on evidence, or did the numbers anchor you? Try the next domain without looking at the AI first.'
Learner diverges on 1–2 players	—	'Useful divergence. Divergence is where scouting judgement earns its keep — note *why* you disagree; that note is exactly what your profile should capture.'
Learner diverges on 3–4 players	—	'Large divergence. Either you are seeing something the metric misses, or the metric is catching something you dismissed. Go to the footage and decide which.'

There is no single 'correct' order; the exercise assesses reasoning, so feedback targets the learner's rationale rather than a fixed key.

Exercise 2 — Confirm, challenge or refine? (branching decision scenario)

Instructions to the learner: A model ranks full-back 'Player K' as its top prospect. At each of three decision points, choose whether the data should confirm, challenge or refine your view. Each choice shows its consequence two steps later.

Stimulus: Point 1: K's defensive-duel percentile is elite, but on 180 minutes. Point 2: footage shows K ball-watching for two goals. Point 3: K is young for the age group.

Option / input	Correct?	Feedback shown
P1: Confirm — sign off on the ranking now	No	'You acted on 180 minutes. Two matches later K's number regresses hard. Low sample = challenge, not confirm.'
P1: Challenge — flag low sample, keep watching	Yes	'Correct. You treat the elite number as a question. This buys you the footage that matters at Point 2.'
P2: Confirm — the duel number outweighs two lapses	No	'The number measures duels won, not goals conceded from ball-watching. You are over-relying on one metric.'
P2: Refine — keep the strength, log the concentration risk	Yes	'Correct. You neither dismiss the data nor ignore your eyes; you integrate both into a fuller profile.'

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Option / input	Correct?	Feedback shown
P3: Challenge — young for age, downgrade him	No	'Being young for the group is context in his favour, not against. Trajectory belongs in potential, not as a penalty.'
P3: Refine — weight his age into trajectory, upgrade ceiling	Yes	'Correct. Same output, better-informed judgement. That is the whole module in one decision.'

Exercise 3 — Spot the data-quality flaws (data-interpretation hotspot)

Instructions to the learner: An illustrative scouting dataset is shown. Click every cell or field you would not trust. You need to find at least four issues to pass.

Stimulus: A table with: a 90-percentile figure on 120 minutes; a blank 'minutes' column for two players; a metric labelled 'crosses' that is actually counting all wide passes; and two players with identical timestamps.

Option / input	Correct?	Feedback shown
The 90th-percentile figure on 120 minutes	Flaw	'Right — tiny sample. High score, low confidence. Do not shortlist on this alone.'
The blank minutes column	Flaw	'Right — without minutes, per-90 figures are meaningless and cross-player comparison breaks.'
The mislabelled 'crosses' metric	Flaw	'Right — definition drift. If you do not know what a metric counts, you cannot use it.'
The duplicated timestamps	Flaw	'Right — likely a data-collection error; the same event may be double-counted.'
A clean, well-sampled row	Not a flaw	'Correct to leave this — good sample, complete fields, clear definitions. This is what usable data looks like.'

B.7 Case study (illustrative composite)

Illustrative — not a real club

This case is a plausible composite created for teaching. Names, figures and outcomes are synthetic. The fuller verified case studies are delivered separately in D2.3.

Northern Lights FC: a mid-table academy tries AI scouting on a shoestring

Northern Lights FC runs a modest academy in a small European city. It has two part-time scouts, no analyst, and a season budget that would not cover a single elite platform licence. Its head of academy, Marta, had read that AI scouting could 'level the playing field' for smaller clubs and wanted to test the claim without betting the budget on it.

The starting problem was consistency. The two scouts, Piotr and Lena, filed reports in completely different styles — Piotr in dense prose, Lena in bullet ratings — and the club had twice signed U16 players who looked strong in one report and were never seen by the other scout at all. Marta did not need a crystal ball; she needed her two scouts to describe players in the same language.

Rather than buy a platform, the club used a free trial of an event-data tool for one competition, plus a shared spreadsheet built around a five-domain rubric. The AI tool produced percentile cards for players in that league; the spreadsheet forced both scouts to score every shortlisted player on the same 1–5 scale with a written justification per domain. The rule Marta set was deliberately strict: no percentile could enter a report without a footage note beside it.

The evidence they leaned on was a blend. For one winger, the tool flagged an elite progressive-carry percentile. Lena watched three full matches and confirmed the carries were real but noticed the player rarely tracked back

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— something no metric in their trial captured. Piotr, watching the same footage, initially wanted to downgrade the player for the defensive lapses; the rubric made them log it as a concentration/discipline note rather than a veto, and keep the attacking strength on the record.

What went wrong was instructive. The free trial covered only one league, so two-thirds of the players the club actually scouted had no percentile data at all — and the scouts began, without noticing, to favour the players who *did* have shiny numbers. Marta caught it when a strong but 'dataless' midfielder slipped off the shortlist purely because his card was blank. They added a hard rule: absence of data is not evidence against a player.

The outcome was not a fairy tale. The club did not suddenly out-recruit its rivals. But by the end of the season the two scouts were filing comparable reports, disagreements were about evidence rather than style, and the academy had a documented, defensible reason for every U16 decision — which mattered when a parent challenged one of them. Marta's verdict: the AI did not find them talent; it made their humans more consistent, and it exposed exactly one dangerous habit before it cost them a player.

The takeaways were modest and real. A shared rubric did more for consistency than the AI did. The tool's greatest value was prompting where to look, not deciding who was good. And the biggest risk was not a wrong number but a missing one — the quiet bias toward players who happen to have data.

REFLECTİON QUESTİONS

13. Northern Lights' scouts drifted toward players who had percentile data. What concrete rule would you set to prevent that in your own academy, and how would you check it was working?
14. The rubric turned a 'veto' into a 'logged concern'. When is that the right call, and when might a single observed behaviour genuinely justify rejecting a player the data likes?
15. With one league covered and two-thirds of players dataless, was the free trial worth using at all? Argue both sides.

B.8 Knowledge check

The knowledge check is worth 20% of module assessment. A representative bank is shown below; the live check draws 10–12 items from this pool.

Q1 · MULTİPLE CHOİCE · RECALL · LO1

In AI-supported scouting, which best describes what the tool does?

- It decides which players to sign.
- It structures observation, filters pools and surfaces patterns, while the human decides.
- It replaces the need for footage.
- It guarantees objective, bias-free rankings.

Correct: B

Why: The tool informs three parts of the workflow but the recommendation stays human.

Distractor feedback: A and C overstate the tool's role; D is false — models can carry bias from their training data.

Q2 · MULTİPLE RESPONSE · RECALL · LO2

Which of the following are common types of scouting data? (Select all that apply.)

- Event data (passes, shots, duels)
- Tracking data (positions, speeds)
- Contextual data (opposition, minutes, role)
- The scout's horoscope

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Correct: A, B, C

Why: These three are standard data categories; each answers different questions.

Distractor feedback: D is a distractor to check learners are reading, not pattern-matching length.

Q3 · TRUE/FALSE + JUSTİFY · APPLİCATİON · LO2

True or false: a per-90 metric is meaningful even when minutes played are unknown. Justify.

- True
- False

Correct: False

Why: Per-90 figures are normalised by minutes; without minutes they cannot be computed or compared reliably.

Distractor feedback: Learners choosing 'True' are reminded that missing minutes breaks both the calculation and cross-player comparison.

Q4 · MULTİPLE CHOİCE · ANALYSİS · LO2

A player sits in the 90th percentile for tackles, based on 120 minutes. The most professional response is to:

- Shortlist immediately — 90th percentile is elite.
- Treat it as a low-confidence signal and go watch more footage.
- Discard the player — small samples are useless.
- Average it with another random metric.

Correct: B

Why: High score, low sample = a question worth investigating, not a conclusion and not a rejection.

Distractor feedback: A over-relies; C over-corrects; D is meaningless.

Q5 · SCENARİO — SİNGLE BEST ANSWER · APPLİCATİON · LO3

A model's top winger has elite carry numbers, but your footage shows he never tracks back. You should:

- Trust the model; defensive work is not a winger's job.
- Reject him; the lapses cancel the carries.
- Log the strength and the concern, and integrate both into the profile.
- Ask the model to re-run without the defensive data.

Correct: C

Why: Integrating data with observation — neither dismissing the number nor ignoring your eyes — is the module's central skill.

Distractor feedback: A over-relies; B over-reacts; D misunderstands what the tool can do.

Q6 · MULTİPLE CHOİCE · ANALYSİS · LO5

'Relative age effect' in youth scouting refers to:

- Older players being slower.
- A bias favouring players born early in the selection year.
- The age a player peaks.
- A metric for physical maturity.

Correct: B

Why: Early-born players are often more physically developed at selection and are over-recruited; models can inherit this bias.

Distractor feedback: The others confuse the term with unrelated physical concepts.

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Q7 · MULTİPLE CHOİCE · APPLİCATİON · LO3

On an output, the 'confidence band' primarily tells you:

- How good the player is.
- How much data supports the figure and thus how much to trust it.
- The player's market value.
- The model's brand.

Correct: B

Why: The band expresses reliability/sample sufficiency, not quality.

Distractor feedback: Learners picking A conflate confidence with quality — the exact error the video warns against.

Q8 · MULTİPLE CHOİCE · APPLİCATİON · LO4

Why score every player on the same rubric and scale?

- To make reports longer.
- So comparisons between players are fair and defensible.
- To satisfy the software.
- To remove the need for footage.

Correct: B

Why: A shared scale is what makes cross-player comparison and later justification possible.

Distractor feedback: The others miss the purpose of standardisation.

Q9 · TRUE/FALSE + JUSTİFY · ANALYSİS · LO5

True or false: if a player has no data, that absence is evidence he is weaker. Justify.

- True
- False

Correct: False

Why: Absence of data is not evidence against a player; treating it so creates a silent bias toward players who happen to be measured (as in the case study).

Distractor feedback: 'True' triggers a direct callback to Northern Lights FC's dataless-midfielder mistake.

Q10 · MULTİPLE CHOİCE · RECALL · LO5

When handling scouting data on academy minors, you should:

- Collect everything available in case it's useful later.
- Collect only what you need, store it securely, and involve guardians.
- Share it freely to speed up recruitment.
- Keep it only if the player is signed.

Correct: B

Why: Data minimisation, security and guardian involvement are baseline ethical/GDPR expectations for minors.

Distractor feedback: A violates minimisation; C and D mishandle consent and retention.

Pooling, randomisation & pass rule

Author 14–16 items per module so the live 10–12-item check can randomise selection and option order; tag each item by LO and cognitive level so every attempt still covers all five outcomes.

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Pass mark: 60%. The knowledge check may be retaken; items and option order are re-randomised on each attempt. Attempts are logged as an engagement signal.

B.9 Applied task and downloadable worksheet

Applied task: Complete a structured scouting profile on one player you can genuinely observe (live or on footage), combining a five-domain rubric score with a written justification and an explicit note on where you agreed or disagreed with any available data.

Submission format: Fillable PDF profile (uploaded to the portal) **Expected length:** 1–2 pages

WORKSHEET / TEMPLATE CONTENT (EXPORT AS FİLLABLE PDF)

Player & context

- Player (initials only for minors): ____
- Age / age group: ____
- Position & role observed: ____
- Match(es) / footage observed (date, minutes): ____
- Data available? (Y/N; source): ____

Five-domain assessment (score 1–5, with written evidence)

Domain	Score (1–5)	Evidence you observed
Technical		___
Tactical		___
Physical		___
Psychological / behavioural		___
Trajectory (age vs level)		___

Data vs observation

- What did the data (if any) suggest? ____
- Where did your observation confirm it? ____
- Where did you challenge or refine it, and why? ____

Recommendation

- Overall judgement (with confidence: high/medium/low): ____
- What would you need to see next to raise your confidence? ____

ASSESSMENT RUBRİC

Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Rubric completeness (25%)	Several domains blank or unscored.	Most domains scored, thin evidence.	All five domains scored with observed evidence.	All domains scored with precise, footage-anchored evidence.
Data–observation integration (30%)	Data or observation used alone; no integration.	Some integration, mostly one-sided.	Clear integration; agreements and disagreements noted.	Sophisticated integration; explains *why* they diverge and what it means.
Objectivity & fairness (25%)	Judgement driven by preference or a single number.	Some structure; occasional over-reliance.	Consistent use of the shared scale; balanced.	Actively guards against bias (sample, relative age, dataless players).

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Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Recommendation & confidence (20%)	No clear recommendation or confidence stated.	Recommendation given, confidence vague.	Clear recommendation with stated confidence.	Clear recommendation, honest confidence, and a concrete next step to test it.

B.10 Role-specific pathways

Role	Focus in this module	Worked example	Applied-task variation
Coach	How scouting output translates into developmental fit with the team.	Reads a winger's profile and identifies which training theme it implies.	Adds a 'development fit with our style' line to the profile.
Scout	Applying the shared rubric and integrating data with observation.	Builds the full five-domain profile from live observation.	Completes the standard profile as specified.
Manager	Judging organisational value, feasibility and limits of AI scouting.	Evaluates whether a one-league free trial is worth the staff time.	Writes a half-page 'should we adopt this?' note instead of a profile.
Performance staff	Contributing physical/developmental data to the profile.	Supplies the physical-domain evidence and flags sample issues.	Completes only the physical and trajectory domains in depth.

B.11 Reflection and discussion task

Discussion prompt (posted to portal): Post one insight and one doubt from your scouting profile. Specifically: name one moment where the data changed how you saw the player, and one moment where you overruled the data — and say what gave you the confidence to do so.

Facilitator moderation guidance: Encourage learners to respond to at least one peer. Steer the thread away from 'which tool is best' and toward reasoning quality. Flag and gently correct any post that treats a percentile as a verdict or dismisses a dataless player.

SEED RESPONSES (İLLUSTRATİNG EXPECTED DEPTH)

- **Strong seed:** 'The carry percentile made me watch a player I'd have skipped — and he was genuinely good. But I overruled the model's low tackle score once I saw he was playing out of position that day. Confidence came from the footage, not the number.'
- **Weak seed (for contrast):** 'The tool said 88th percentile so I shortlisted him.' — a facilitator would ask: on how many minutes? and what did the footage show?
- **Role-flavoured seed (Manager):** 'My doubt is cost: the free trial covered one league and quietly biased us. I'd want full-coverage data or none, not partial.'

B.12 Facilitator notes — running the workshop / webinar

AGENDA

Time	Segment	Purpose
0:00–0:10	Welcome & recap of the core idea	Re-establish 'AI structures and prompts; the scout decides'.
0:10–0:35	Live divergence exercise	Two volunteers scout the same clip; surface why verdicts differ.
0:35–1:05	Reading an output together	Walk through an illustrative card; drill the confidence band.
1:05–1:35	Bias & data-quality clinic	Work Ex.3 as a group; collect real examples from learners' clubs.
1:35–1:55	Applied-task briefing	Clarify the rubric and the 'no percentile without a footage note' rule.

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Time	Segment	Purpose
1:55–2:00	Close & no-budget signpost	Point learners to the spreadsheet routine.

MATERİALS NEEDED

- Two short, contrasting clips of the same player
- An illustrative percentile card (synthetic)
- The scouting-profile template (printed and digital)
- The data-quality dataset from Ex.3

DİSCUSSİON PROMPTS

16. When has a number changed your mind about a player — for better or worse?
17. What data do your scouts currently NOT record in the same way, and what would it take to standardise it?
18. Where in your recruitment could a dataless-player bias already be creeping in?

COMMON MİSCONCEPTİONS & HOW TO ADDRESS THEM

Misconception	How to address it
'A high percentile means a good player.'	Separate score from confidence; run the sample-size slider (Anim.2); ask 'on how many minutes?'
'AI removes bias.'	Show relative-age and minutes bias; models learn history, including its mistakes.
'No data means the player is weaker.'	Return to the case study; make 'absence isn't evidence' an explicit team rule.
'Footage is now optional.'	Reframe the number as deciding *what to watch*, not replacing watching.

No-budget / no-software adaptation

No platform and no analyst: run the whole module on a shared spreadsheet built around the five-domain rubric, plus a structured observation sheet each scout completes live. You lose the automated percentiles but keep the biggest win — consistency between scouts. Provide the spreadsheet template and the observation sheet in the download pack.

B.13 Resources and further reading

Only source types the consortium can confidently populate are named here; where a specific document is required but not yet confirmed, the type of source is described rather than a citation invented.

- UEFA and national-association coaching/scouting education materials (publicly available via UEFA and member federations such as the Lithuanian Football Federation).
- FIFA guidance on the protection of minors in football (FIFA regulatory and educational resources).
- EU General Data Protection Regulation — official text and the European Data Protection Board's guidance on children's data.
- Open-access primer required: a short, peer-reviewed or reputable-industry explainer on the relative age effect in youth football — confirm a specific reference before publication rather than citing from memory.
- Vendor documentation for whichever event-data tool a partner adopts (name to be inserted per deployment; do not endorse a specific product in the public resource).

B.14 Module metadata for SCORM

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Field	Value
Identifier	talenttech.d22.m1
Title	Module 1 — AI-Powered Talent Identification and Digital Scouting
Description	Use AI-supported tools and digital scouting methods to strengthen talent identification in academy settings, integrating automated outputs with expert observation and guarding against bias and poor data quality.
Keywords	scouting, talent identification, AI, percentiles, data quality, bias, relative age effect, player assessment, GDPR, minors
Duration (ISO 8601)	PT8H
Prerequisite	None (foundation level); basic digital literacy assumed.
Mastery score	0.6 (60%)
Completion threshold	Core content reviewed + quiz ≥60% + scouting profile submitted and facilitator-validated.

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Module 2. Performance Analytics for Player Development and Decision-Making

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This module is part of TalentTECH Deliverable D2.2. Core module (part of the certificate-of-completion pathway).

B.1 Module identity card

Field	Detail
Module number & title	Module 2 — Performance Analytics for Player Development and Decision-Making
Recommended level	Foundation to Intermediate
Status	Core
Total workload	8 hours
Workload split	4 h self-paced learning · 2 h facilitated workshop · 2 h applied interpretation task
Entry requirement	Basic understanding of football performance indicators
Assessment components	20% quiz · 40% dashboard interpretation task · 40% player development summary
Pass threshold	60/100
Evidence of completion	Submitted player report and short reflection on practical use
Suggested facilitator profile	Performance analyst or coach educator comfortable with data interpretation
Online screens (target)	18
Estimated online completion time	approx. 4 hours (self-paced)

B.2 Module rationale and learning outcomes

RATİONALE (LEARNER-FACİNG)

Academies have more data than ever, yet data on its own develops nobody. The skill is turning numbers into a decision: what to train next, who needs support, whether a player is progressing. This module is deliberately not about tools. It is about choosing a small number of indicators that actually matter, reading them honestly, and explaining them to a coach or a player in one clear sentence. If you finish able to say 'here are the three numbers I watch and why', the module has done its job.

SPECİFİC LEARNİNG OUTCOMES (VERBATİM FROM D2.1)

By the end of the module, participants will be able to:

- **LO1.** understand the purpose and limits of key football performance indicators;
- **LO2.** interpret player and team data in relation to developmental objectives;
- **LO3.** use dashboards and reports to support practical decision-making;
- **LO4.** identify trends, strengths, weaknesses, and progression patterns;
- **LO5.** communicate data-informed findings clearly to staff and players.

CONSTRUCTİVE ALİGNMENT MATRİX

LO	Taught on screens	Practised in activity	Assessed by
LO1	S3–S5 (what indicators mean & don't)	Ex.1 metric-to-question match	Q1, Q2; dashboard task
LO2	S6–S8 (data vs development aims)	Ex.2 prioritisation scenario	Q4, Q5; development summary
LO3	S9–S11 (reading dashboards)	Dashboard interpretation task	Q3, Q6; dashboard task

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LO	Taught on screens	Practised in activity	Assessed by
LO4	S12–S13 (trends & progression)	Ex.3 trend hotspot	Q7, Q8; development summary
LO5	S14–S15 (communicating findings)	Applied summary + reflection	Q9; summary rubric

B.3 Screen-by-screen storyboard

Each screen below carries its number and title, screen type, the on-screen copy and narration the learner sees or hears, the interaction and feedback, and the time on screen. The narration is written as it would be spoken. Visual-asset briefs for animated screens are expanded in B.5. All data shown on screens is synthetic and labelled illustrative.

#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
1	**Welcome & EU acknowledgement** _text_	Welcome to Module 2, co-funded by the European Union. The goal: turn the data you already have into developmental decisions — without drowning in metrics.	Continue.	1 min
2	**Data doesn't develop players — you do** _video_	A coach with a 40-metric dashboard makes worse decisions than a coach with three well-chosen numbers. The video sets up 'fewer, better metrics'.	Play; captions EN/TR/LT.	7 min
3	**What a performance indicator is (and isn't)** _text + graphic_	An indicator is a proxy for something you care about — never the thing itself. 'Pass completion' is a proxy for control, not proof of good play. Always ask: a proxy for what?	Hotspot on proxy examples.	9 min
4	**Individual vs collective indicators** _text_	Some numbers describe a player (dribbles completed); some describe a unit or team (build-up success). A player's number often depends on the team's — read them together.	Expandable examples.	8 min
5	**The limits of any single metric** _text + animation_	Every metric has a blind spot. High pass completion can mean control — or safe, sideways football. Volume and difficulty change what a number means.	Play animation; toggle contexts.	9 min
6	**Start from the development aim, not the data** _text_	Decide what you're developing first — say, 'braver progression from midfield' — then choose the two or three indicators that speak to it. Not the reverse.	Continue.	8 min
7	**Choosing three indicators that matter** _text_	For most academy questions, three well-chosen indicators beat thirty. Pick a primary (the aim), a supporting one (context), and a guardrail (what mustn't get worse).	Continue.	8 min
8	**Against metric proliferation** _text + graphic_	More metrics feel rigorous and usually aren't. A crowded dashboard hides the signal, invites cherry-picking, and stalls decisions. Simplicity is a discipline, not a shortcut.	Before/after dashboard comparison (Anim.2).	9 min
9	**Reading a player dashboard** _text + graphic_	An illustrative U17 midfielder dashboard is annotated: what each panel shows, what it hides, and the one question you'd ask next. All data synthetic.	Guided annotated walkthrough.	10 min
10	**Benchmarking — fair vs unfair** _text_	Compare like with like: same age, role, minutes, level. Benchmarking a 16-year-old against first-team norms tells you nothing useful.	Continue.	8 min
11	**From dashboard to decision** _branching scenario_	You have a midfielder's data and 20 minutes with the coach. Choose which single insight to raise and what training response to propose.	Branching choices with consequence feedback.	12 min
12	**Trends beat snapshots** _text + graphic_	One match is noise. A direction over eight is signal. Longitudinal monitoring — the same few numbers over time — is where development actually shows up.	Trend-line hotspot (Ex.3).	10 min

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#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
13	**Strengths, weaknesses, progression** _text_	Separate 'good today' from 'improving'. A player can be below benchmark but rising fast — often the more exciting story for a developer.	Continue.	7 min
14	**Saying it in one sentence** _text_	If you can't explain a finding to a 16-year-old in one sentence, you don't yet understand it. Lead with the decision, not the dataset.	Continue.	7 min
15	**Communicating to players and staff** _text + download_	Different audiences need different framings: a coach wants the training implication; a player wants one thing to work on. Download the one-page summary template.	Download worksheet (B.9).	7 min
16	**Analytics with no platform** _text + download_	No dashboard software? A three-indicator tracking sheet updated weekly gives you trends and decisions with a spreadsheet and ten minutes. Included in your pack.	Download no-budget sheet.	6 min
17	**Knowledge check** _knowledge check_	10–12 items from a pool. 60% to pass; retakes allowed.	Quiz; instant feedback.	15 min
18	**Applied task & reflection** _reflection + download_	Interpret a sample dashboard and write a one-page development summary for one player, then reflect on how analytics could improve one real decision you face.	Upload; post reflection.	varies

B.4 Video specification and full transcript

Field	Detail
Learning purpose	Establish 'fewer, better metrics' and the discipline of starting from the development aim, not the data.
Duration (target)	6 minutes
Approach	Presenter to camera plus screen-capture of two illustrative dashboards — one bloated, one lean.
Links to	Full tool-specific dashboard demonstrations live in D2.5; this video teaches the interpretation mindset, not a specific platform.

SHOT-BY-SHOT OUTLİNE

19. Cold open (0:00–0:30): two dashboards side by side — 40 metrics vs 3 — and the question 'which coach decides faster?'
20. Section 1 (0:30–2:00): what an indicator is — a proxy — with the pass-completion example.
21. Section 2 (2:00–3:30): start from the aim; choose primary, supporting, guardrail.
22. Section 3 (3:30–5:00): trends over snapshots; a rising below-benchmark player.
23. Close (5:00–6:00): say it in one sentence; the coach acts on the lean dashboard.

FULL TRANSCRİPT (ENGLİSH SOURCE FOR SUBTİTLİNG)

Here are two dashboards for the same U17 midfielder. This one shows forty metrics. This one shows three. Which coach do you think makes a faster, better decision on Monday morning? It's not the one with forty.

Let's start with what a performance indicator actually is. It is a proxy — a stand-in — for something you care about but can't measure directly. Pass completion is a proxy for control. It is not proof of good football. A player can complete ninety-five per cent of his passes by playing every one of them sideways and safe. The number went up; the football got worse.

So the number never speaks for itself. You have to ask: a proxy for what, and does the context change what it means? Volume matters. Difficulty matters. Ninety per cent completion on twenty risky forward passes is a completely different story from ninety per cent on eighty safe ones.

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Here is the discipline that changes everything. Start from the development aim, not the data. Decide what you are trying to develop first. Say it out loud: 'I want braver progression from midfield.' Now — and only now — choose the two or three indicators that speak to that aim. A primary indicator for the aim itself. A supporting one for context. And a guardrail — the thing that must not get worse while you chase the aim.

That's usually three numbers. Not thirty. More metrics feel more rigorous, and they almost never are. A crowded dashboard hides the signal, it lets you cherry-pick whatever supports the view you already held, and it slows every decision down. Simplicity here is a discipline, not a shortcut.

One more thing, and it's the big one: trends beat snapshots. A single match is noise. A direction across eight matches is signal. The same three numbers, tracked over time, are where development actually becomes visible. And watch for the player who's below the benchmark but climbing fast — for a developer, that's often the most exciting graph on the screen.

Finally, communication. If you can't explain a finding to a sixteen-year-old in one sentence, you don't yet understand it well enough. Lead with the decision, not the dataset. 'You're getting on the ball more, but you're playing it backward under pressure — this week we work on your first forward option.' That's it. That's analytics doing its job.

SUBTİTLE & TRANSLATİON GUİDANCE

32–42 characters per line, max two lines. Keep glossary terms fixed across the module. 'Guardrail' and 'proxy' are teaching terms — translate consistently, and if the target language lacks a neat equivalent, keep a short gloss on first use.

TRANSLATOR GLOSSARY (RENDER CONSİSTENTLY İN TR / LT)

Term	Meaning for translators
indicator / metric	A measurable proxy for a football quality you care about.
proxy	A stand-in measure for something you cannot measure directly.
primary / supporting / guardrail indicator	The three roles a chosen metric plays: the aim, its context, and what must not worsen.
benchmark	A fair comparison group (same age, role, minutes, level).
longitudinal / trend	The same measures tracked over time to reveal direction.

B.5 Animation and interactive graphic briefs

ANİMATİON 1 — ONE METRİC, THREE MEANİNGS

Field	Detail
Concept	A single '90% pass completion' figure that stays fixed while the surrounding context (safe/sideways vs risky/forward) changes, and a 'meaning' label flips with it.
Sequence	Fixed 90% → context toggles to 'safe, sideways, high volume' → meaning reads 'control, low risk' → toggles to 'risky, forward, low volume' → meaning reads 'brave progression'.
Labels	Pass completion (90%) · Volume · Difficulty · What it means.
Learner control	Learner toggles volume and difficulty; the meaning label updates live.
Misconception it corrects	That a metric has one fixed meaning. Context changes the interpretation of the same number.

ANİMATİON 2 — BLOATED VS LEAN DASHBOARD

Field	Detail
Concept	A 40-panel dashboard fades all but three panels to show how removing noise makes the decision obvious.
Sequence	40 panels flashing → 37 grey out → 3 remain (primary, supporting, guardrail) → a clear 'decision' appears.

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Field	Detail
Labels	Primary · Supporting · Guardrail · Decision.
Learner control	Learner clicks 'add metric' to re-clutter and watch the decision get harder — a deliberately frustrating demo.
Misconception it corrects	That more metrics mean more rigour. The demo shows added metrics obscuring the decision.

B.6 Interactive exercises

Exercise 1 — Match the metric to the question (drag-and-drop matching)

Instructions to the learner: Drag each development question to the single indicator that best answers it. Some indicators are decoys that look relevant but aren't.

Stimulus: Questions include 'is he progressing the ball more bravely?' and 'is his high pass completion just safe recycling?'

Option / input	Correct?	Feedback shown
'Braver progression?' → progressive passes/carries per 90	Correct	'Yes — this measures forward, line-breaking actions, which is what the aim is about.'
'Safe recycling?' → forward-pass share vs sideways/backward	Correct	'Yes — completion alone can't tell you; direction share can.'
'Braver progression?' → total passes per 90	Decoy	'More passes isn't braver passes — this is volume, not direction. A classic proxy trap.'
'Is he tiring late?' → distance in final 15 min vs first 15	Correct	'Yes — a within-match trend, not a single total.'

Exercise 2 — Dashboard to decision in 20 minutes (branching decision scenario)

Instructions to the learner: You have one player's dashboard and a 20-minute slot with the coach. Choose the single insight to raise, then the training response. Consequences appear at the end.

Stimulus: Data (illustrative): pass completion up to 91%, but forward-pass share down from 34% to 22% over six matches; ball receptions in midfield up.

Option / input	Correct?	Feedback shown
Raise: 'His pass completion is excellent — keep it up.'	Weak	'You reinforced the wrong behaviour. Completion rose because he stopped playing forward. You just praised the problem.'
Raise: 'He's getting on the ball more but progressing less — let's work his first forward option.'	Strong	'Exactly the decision the data supports: one insight, one clear training response, said in a sentence.'
Raise: 'Here are all twelve panels, let's discuss.'	Weak	'Twenty minutes, twelve panels, no decision. The coach leaves without a plan.'
Response: add a pressing drill unrelated to the insight	Weak	'The training doesn't match the finding. Alignment between insight and intervention is the whole point.'
Response: constrained rondo rewarding line-breaking passes	Strong	'The intervention targets the exact behaviour the data flagged.'

Exercise 3 — Read the trend, not the spike (data-interpretation hotspot)

Instructions to the learner: Click the parts of this eight-match trend line that a developer should actually act on, and ignore the noise. Find the real signal.

Stimulus: A line that dips sharply for one match (illness, noted), then rises steadily across the other seven; plus a flat-but-below-benchmark line that is slowly climbing.

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Option / input	Correct?	Feedback shown
The steady seven-match rise	Signal	'Right — direction across many matches is the real story.'
The one-match dip (illness)	Noise	'Right to ignore — a single flagged match is noise, not a trend.'
The below-benchmark but climbing line	Signal	'Right — below benchmark yet improving fast is exactly what a developer wants to see.'
Clicking only the single best match	Cherry-pick	'That's cherry-picking the peak. One high match doesn't make a trend.'

B.7 Case study (illustrative composite)

Illustrative — not a real club

This case is a plausible composite created for teaching. Names, figures and outcomes are synthetic. The fuller verified case studies are delivered separately in D2.3.

Rivermouth Academy: escaping the forty-metric dashboard

Rivermouth Academy, a medium-sized club in a mid-sized European league, had done what many ambitious academies do: it had bought analytics and then measured everything. Its U17 coaches opened a dashboard with more than forty panels per player. The head of coaching, Dan, noticed something uncomfortable — the more they measured, the less they seemed to decide. Team talks had become tours of the dashboard, and no one left with a clear action.

The starting problem was not a lack of data; it was paralysis. In one review, three coaches looked at the same midfielder, David, and each picked a different metric to worry about — one flagged his pass completion, one his sprint count, one his touches in the final third. All three numbers were 'fine'. None of them told the coaches what to do next, and the meeting ended, as usual, without a plan.

Dan tried an experiment that felt almost reckless: he hid every panel except three per player, chosen with each lead coach from the player's development aim. For David, whose aim was braver progression from deep, they kept a primary indicator (progressive passes per 90), a supporting one (forward-pass share), and a guardrail (turnovers in his own third — the thing that must not get worse if he took more risks). Everything else was archived, not deleted.

The evidence they then read was a trend, not a snapshot. Across eight matches, David's pass completion had actually risen — which the old dashboard had celebrated — but his forward-pass share had quietly fallen from 34% to 22%. The lean view made the story obvious: David was getting safer, not braver, and the headline metric had been hiding it. The guardrail, meanwhile, stayed green, which told them he had room to take more risk without becoming careless.

What was harder than expected was cultural, not technical. Two coaches disliked losing 'their' metrics and worried that hiding data meant missing something. Dan compromised: the archived metrics stayed one click away for anyone who wanted to investigate a specific hunch, but the default view — the one that drove decisions — stayed at three. It took half a season for the lean view to feel normal rather than like information was being withheld.

The outcome was measured in meetings, not medals. Reviews got shorter and ended with a single agreed action per player. David's forward-pass share climbed back above 30% over the following block, worked on through a rondo that rewarded line-breaking passes — an intervention that only existed because the lean dashboard had produced a clear, sayable finding. Dan's summary: 'We didn't get more data. We got the courage to ignore most of it.'

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The takeaways were deliberately unglamorous. Three well-chosen indicators drove more decisions than forty. The most dangerous metric was the flattering headline (rising completion) that hid the real trend. And the hardest part of doing less was convincing people that less was not negligence.

REFLECTİON QUESTİONS

24. Rivermouth kept archived metrics 'one click away'. Is that a sensible compromise or a backdoor to re-cluttering? How would you police the default view in your own academy?

25. Rising pass completion hid falling forward-pass share. Name one 'flattering headline' metric in your context that might be hiding a problem, and the number you'd pair it with to catch it.

26. David's guardrail (own-third turnovers) stayed green. How would you have responded differently if the guardrail had gone red as his progression improved?

B.8 Knowledge check

Worth 20% of module assessment. Representative bank below; the live check draws 10–12 items.

Q1 · MULTİPLE CHOİCE · RECALL · LO1

A performance indicator is best described as:

- The football quality itself.
- A proxy for a quality you can't measure directly.
- Always objective and context-free.
- A guarantee of good performance.

Correct: B

Why: Indicators stand in for qualities we care about; they are never the quality itself.

Distractor feedback: A confuses proxy with reality; C and D ignore context and limits.

Q2 · SCENARİO — SİNGLE BEST ANSWER · ANALYSİS · LO1

A winger's pass completion rises from 78% to 92%. Before celebrating, you should check:

- Nothing — higher is always better.
- Whether it rose because he stopped playing forward (volume/difficulty of passes).
- His shoe size.
- Only the team's completion.

Correct: B

Why: Completion can rise by playing safer; you must check pass direction and difficulty.

Distractor feedback: A ignores the metric's blind spot; C is irrelevant; D drops the individual view.

Q3 · MULTİPLE CHOİCE · APPLİCATİON · LO3

When choosing indicators for a development aim, a sound structure is:

- As many metrics as the tool offers.
- A primary (the aim), a supporting (context), and a guardrail (mustn't worsen).
- One random metric per week.
- Only team-level metrics.

Correct: B

Why: Primary/supporting/guardrail keeps the dashboard lean and decision-focused.

Distractor feedback: A is proliferation; C and D are arbitrary or incomplete.

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Q4 · MULTİPLE CHOİCE · APPLİCATİON · LO2

You want to develop 'braver progression from midfield'. The best primary indicator is:

- Total passes per 90.
- Progressive passes/carries per 90.
- Pass completion %.
- Distance covered.

Correct: B

Why: Progressive actions directly measure forward, line-breaking play — the aim itself.

Distractor feedback: A is volume; C can reward safe play; D is unrelated to progression.

Q5 · TRUE/FALSE + JUSTİFY · ANALYSİS · LO2

True or false: adding more metrics to a dashboard makes decisions more rigorous. Justify.

- True
- False

Correct: False

Why: More metrics usually hide the signal, enable cherry-picking and slow decisions; leanness is the discipline.

Distractor feedback: 'True' prompts a callback to the bloated-vs-lean animation and the Rivermouth case.

Q6 · MULTİPLE CHOİCE · APPLİCATİON · LO3

Fair benchmarking compares a player against:

- First-team averages, always.
- A group of similar age, role, minutes and level.
- Last season's top scorer.
- No one — benchmarks are pointless.

Correct: B

Why: Like-for-like comparison is what makes a benchmark informative.

Distractor feedback: A and C are unfair comparisons; D throws out a useful tool.

Q7 · MULTİPLE CHOİCE · ANALYSİS · LO4

Across eight matches a metric dips sharply once (player was ill) then rises steadily. A developer should:

- Act on the single dip.
- Read the seven-match rise as the signal and treat the flagged dip as noise.
- Average everything into one number and stop.
- Ignore the whole series.

Correct: B

Why: Direction over many matches is signal; a single flagged match is noise.

Distractor feedback: A over-reacts to noise; C and D discard the trend information.

Q8 · MULTİPLE CHOİCE · ANALYSİS · LO4

A U16 is below benchmark but improving faster than peers. For a developer this is:

- A reason to release him.
- Often the most encouraging pattern — trajectory matters.
- Irrelevant until he beats the benchmark.

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- Proof the benchmark is wrong.

Correct: B

Why: Rate of improvement (trajectory) is central to development, distinct from current level.

Distractor feedback: A and C ignore trajectory; D over-interprets a single case.

Q9 · SCENARİO — SİNGLE BEST ANSWER · APPLİCATİON · LO5

You have 20 minutes with a coach and a player's full dashboard. The most useful thing to bring is:

- All twelve panels for discussion.
- One insight and one clear training response, in a sentence.
- The raw data export.
- A comparison to a professional player.

Correct: B

Why: Communication means leading with the decision, not the dataset.

Distractor feedback: A, C and D bury the decision the coach actually needs.

Q10 · MULTİPLE RESPONSE · RECALL · LO5

Good communication of a finding to a 16-year-old player includes: (select all)

- One thing to work on
- Plain language
- A forty-metric printout
- The training implication

Correct: A, B, D

Why: Players need a single, clear, actionable message framed for them.

Distractor feedback: The printout is the opposite of clear communication.

Pooling, randomisation & pass rule

Maintain 14–16 tagged items; ensure each live check samples all five LOs and mixes recall, application and analysis.

Pass mark: 60%. The knowledge check may be retaken; items and option order are re-randomised on each attempt. Attempts are logged as an engagement signal.

B.9 Applied task and downloadable worksheet

Applied task: Interpret a provided illustrative player dashboard and write a one-page development summary: the player's development aim, the three indicators you'd watch (primary/supporting/guardrail), what the current data and trend say, and the single training implication — communicated plainly enough for a player to act on.

Submission format: One-page summary (PDF) uploaded to the portal **Expected length:** 1 page + a 100-word reflection

WORKSHEET / TEMPLATE CONTENT (EXPORT AS FİLLABLE PDF)

Player & aim

- Player (initials for minors): ____
- Age group & position: ____
- Development aim (one sentence): ____

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Three indicators

Role	Indicator chosen	Why this one
Primary (the aim)		
Supporting (context)		
Guardrail (mustn't worsen)		

What the data says

- Current reading vs a fair benchmark: ____
- Trend over the last 6–8 matches (direction, not a single match): ____
- One thing the headline number might be hiding: ____

Decision

- The single training implication (one sentence, player-facing): ____
- How you'd say it to the player: ____

Reflection (100 words)

- One real decision in your academy this could improve, and how: ____

ASSESSMENT RUBRİC

Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Indicator choice (25%)	Metrics chosen with no link to an aim.	Some link; roles unclear.	Clear primary/supporting/guardrail tied to the aim.	Astute choices; guardrail genuinely protects against the risk of the aim.
Interpretation (30%)	Reads single numbers only; no context.	Some benchmarking or trend use.	Uses fair benchmark and a trend, not a snapshot.	Reads trend and benchmark and identifies a hidden/flattering metric.
Decision quality (25%)	No clear decision, or unrelated to data.	Decision present but loosely linked.	One clear training implication that matches the finding.	Decision is precise, testable and clearly caused by the data.
Communication (20%)	Jargon-heavy; not player-ready.	Somewhat clear.	Plain, one-sentence, player-facing message.	Message a 16-year-old could act on immediately, framed for them.

B.10 Role-specific pathways

Role	Focus in this module	Worked example	Applied-task variation
Coach	Turning a dashboard into one training decision.	Reads David's trend and designs the line-breaking rondo.	Writes the summary from a coaching-intervention angle.
Scout	Reading development trends alongside observation.	Uses a trajectory graph to judge a prospect's ceiling.	Frames the summary around progression/potential, not just current level.
Manager	Data-informed planning and reporting without over-measuring.	Decides the academy's default dashboard is three panels, not forty.	Writes a short 'reporting standard' note instead of a player summary.
Performance staff	Linking metrics to physical output and load context.	Explains why a late-match distance drop is fatigue, not effort.	Completes the physical-context portion and the guardrail in depth.

B.11 Reflection and discussion task

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Discussion prompt (posted to portal): Share the three indicators you chose for your player and your one-sentence training implication. Then name one metric your academy currently over-relies on, and what you'd pair it with (or replace it with) to see a truer picture.

Facilitator moderation guidance: Push learners to justify why three, not thirty. Challenge any summary that lists data without a decision. Highlight strong one-sentence, player-facing implications as models for the group.

SEED RESPONSES (İLLUSTRATİNG EXPECTED DEPTH)

- **Strong seed:** 'Aim: braver progression. Primary: progressive passes/90; supporting: forward-pass share; guardrail: own-third turnovers. Implication: "You're on the ball more — this week, first look forward." We over-rely on pass completion; I'd pair it with forward-pass share.'
- **Weak seed (for contrast):** 'His stats are all good.' — a facilitator would ask: good against which benchmark, trending which way, and what decision does that imply?
- **Role-flavoured seed (Performance staff):** 'Our headline is total distance. I'd pair it with high-speed distance and a within-match split, because total distance hides whether he's fading late.'

B.12 Facilitator notes — running the workshop / webinar

AGENDA

Time	Segment	Purpose
0:00–0:10	Welcome & 'fewer, better metrics'	Frame the session; recap primary/supporting/guardrail.
0:10–0:35	The forty-panel autopsy	Show a bloated dashboard; group strips it to three live.
0:35–1:05	Trend vs snapshot clinic	Work Ex.3; separate signal from noise together.
1:05–1:35	Dashboard-to-decision role-play	Pairs run Ex.2; each pair leaves with one sayable sentence.
1:35–1:55	Applied-task briefing	Clarify the one-page summary and the reflection.
1:55–2:00	Close & no-budget signpost	Point to the three-indicator tracking sheet.

MATERİALS NEEDED

- A bloated (40-panel) and a lean (3-panel) illustrative dashboard
- An eight-match trend line with one noise dip
- The one-page summary template
- Sticky notes for the 'strip it to three' exercise

DİSCUSSİON PROMPTS

27. Which metric does your academy quietly worship — and what might it be hiding?
28. When did data last change a training decision you made? When did it fail to?
29. If you could keep only three numbers per player, which three, and why those?

COMMON MİSCONCEPTİONS & HOW TO ADDRESS THEM

Misconception	How to address it
'More metrics = more rigour.'	Run the bloated-vs-lean animation; show the decision getting harder as panels are added.
'A rising headline metric is always good news.'	Use David's rising completion / falling progression to show a flattering hidden trend.
'One match tells me something.'	Contrast a single spike with an eight-match direction; label noise vs signal.
'Benchmarking a 16-year-old against the first team is motivating.'	Reframe: unfair benchmarks produce meaningless gaps; compare like with like.

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Misconception	How to address it
No-budget / no-software adaptation	No dashboard software: give each coach a three-indicator tracking sheet (one row per match) and ten minutes a week. You lose automated visuals but keep the two things that matter — a lean set of indicators and a visible trend. Provide the spreadsheet template pre-built with primary/supporting/guardrail columns.

B.13 Resources and further reading

Only source types the consortium can confidently populate are named here; where a specific document is required but not yet confirmed, the type of source is described rather than a citation invented.

- UEFA / national-association coach education materials on performance analysis fundamentals (publicly available via federations).
- Open-access introductions to football performance indicators and expected-value style metrics — confirm a specific reputable reference before publication rather than citing from memory.
- General data-visualisation good-practice guidance (publicly available; e.g. established accessibility and chart-clarity references) — name the specific source at build time.
- Vendor documentation for whichever analytics platform a partner adopts (insert per deployment; keep the public resource product-neutral).

B.14 Module metadata for SCORM

Field	Value
Identifier	talenttech.d22.m2
Title	Module 2 — Performance Analytics for Player Development and Decision-Making
Description	Use performance analytics to support player development planning and football-specific decision-making, choosing a small number of meaningful indicators, reading trends over snapshots, and communicating findings clearly.
Keywords	analytics, performance indicators, dashboards, benchmarking, trends, longitudinal monitoring, development plan, data communication, proxy metrics
Duration (ISO 8601)	PT8H
Prerequisite	Basic understanding of football performance indicators.
Mastery score	0.6 (60%)
Completion threshold	Core content reviewed + quiz ≥60% + dashboard interpretation and development summary submitted and facilitator-validated.

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Module 3. Wearable Technologies for Monitoring, Health, and Injury Prevention

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This module is part of TalentTECH Deliverable D2.2. Core module (part of the certificate-of-completion pathway).

B.1 Module identity card

Field	Detail
Module number & title	Module 3 — Wearable Technologies for Monitoring, Health, and Injury Prevention
Recommended level	Intermediate
Status	Core
Total workload	8 hours
Workload split	4 h self-paced learning · 2 h facilitated workshop · 2 h monitoring task
Entry requirement	Familiarity with training planning and player welfare considerations
Assessment components	20% quiz · 40% workload review exercise · 40% short action plan for monitoring routine
Pass threshold	60/100
Evidence of completion	Submitted monitoring plan and risk-response rationale
Suggested facilitator profile	Performance practitioner or sports scientist with player-welfare experience
Online screens (target)	18
Estimated online completion time	approx. 4 hours (self-paced)

B.2 Module rationale and learning outcomes

RATİONALE (LEARNER-FACİNG)

Wearables can tell you how hard a player worked, how well they recovered, and when risk is rising. But collecting a number is the easy part. This module is about the hard part: knowing what to measure, reading it honestly, and — above all — deciding what to do about it, while protecting the young people wearing the devices. Monitoring exists to keep players safe and developing, not to surveil them. If a metric doesn't change a decision or protect a player, you probably shouldn't be collecting it.

SPECİFİC LEARNİNG OUTCOMES (VERBATİM FROM D2.1)

By the end of the module, participants will be able to:

- **LO1.** identify the most relevant forms of wearable monitoring in football;
- **LO2.** understand the practical meaning of common indicators such as load, heart rate, movement profiles, and recovery-related markers;
- **LO3.** use monitoring data to inform training adjustments and risk management;
- **LO4.** recognise warning signs linked to overtraining or inappropriate workload;
- **LO5.** apply basic principles of ethical and secure handling of player monitoring data.

CONSTRUCTİVE ALİGNMENT MATRİX

LO	Taught on screens	Practised in activity	Assessed by
LO1	S3–S4 (wearable types)	Ex.1 match device to question	Q1, Q2; monitoring plan
LO2	S5–S7 (what indicators mean)	Ex.3 read the week	Q3, Q4; workload review

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LO	Taught on screens	Practised in activity	Assessed by
LO3	S8–S10 (data to decision)	Ex.2 risk-response scenario	Q5, Q6; action plan
LO4	S11–S12 (warning signs)	Ex.3; case study	Q7, Q8; workload review
LO5	S13–S15 (ethics & governance)	Applied plan + reflection	Q9, Q10; plan rubric

B.3 Screen-by-screen storyboard

Each screen below carries its number and title, screen type, the on-screen copy and narration the learner sees or hears, the interaction and feedback, and the time on screen. The narration is written as it would be spoken. Visual-asset briefs for animated screens are expanded in B.5. All data shown on screens is synthetic and labelled illustrative.

#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
1	**Welcome & EU acknowledgement** _text_	Welcome to Module 3, co-funded by the European Union. This module is as much about welfare and judgement as it is about technology. Monitoring serves the player first.	Continue.	1 min
2	**The point of monitoring** _video_	A staff member with a wall of GPS data still can't answer the only question that matters: is this player safe to train hard tomorrow? The video reframes monitoring around decisions and welfare.	Play; captions EN/TR/LT.	7 min
3	**Forms of wearable monitoring** _text + graphic_	GPS/GNSS units (distances, speeds, accelerations), heart-rate monitors (internal load), and simple self-report tools (wellness, RPE). Each captures a different piece; none captures the whole player.	Expandable cards per device type.	9 min
4	**External vs internal load** _text + animation_	External load is what a player did (metres, sprints). Internal load is what it cost them (heart rate, perceived effort). The same session can be light for one player and brutal for another.	Play animation; compare two players.	9 min
5	**Making sense of 'load'** _text_	Load is volume × intensity, tracked over time. A single big number means little; the pattern — acute vs chronic, spikes vs steady build — is what informs risk.	Continue.	8 min
6	**Heart rate & movement profiles** _text_	Heart-rate response shows internal cost and, over time, fitness change. Movement profiles (high-speed running, accelerations) show the mechanical demands that stress tissue. Read them together.	Expandable examples.	9 min
7	**Recovery & readiness markers** _text_	Sleep, wellness self-reports, and simple readiness checks often predict tomorrow better than yesterday's GPS. Cheap, subjective markers are frequently the most useful ones.	Continue.	8 min
8	**From data to a training decision** _text_	Monitoring only earns its place when it changes something: modify a session, rest a player, progress a load. If the number never changes a decision, stop collecting it.	Continue.	8 min
9	**Reading a training week** _text + graphic_	An illustrative U18 week is annotated: a load spike after two light days, one player's wellness dropping three days running. What would you change? All data synthetic.	Guided annotated walkthrough.	10 min
10	**Risk response — the decision, not the alarm** _branching scenario_	A player's acute load spikes and his wellness drops. Choose your response across three steps; see the consequence of over-reacting and of ignoring it.	Branching choices with consequences.	12 min
11	**Warning signs of overtraining** _text + graphic_	Persistent fatigue, falling wellness, rising resting heart rate, dropping performance despite effort, mood change. No single sign is proof; a cluster over days is the signal.	Hover to reveal each sign with context.	9 min

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#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
12	**The over-monitoring trap** _text_	More sensors don't mean safer players. Over-monitoring can pressure young athletes, breed anxiety, and drive early specialisation. Measure less, respond better.	Continue.	8 min
13	**Data governance & consent** _text_	Player monitoring data is personal — and often a minor's. Collect only what you need, store it securely, restrict who sees it, and get informed consent from players and guardians.	Acknowledgement checkbox.	8 min
14	**Safeguarding young athletes** _text_	Biometric data on minors demands extra care. Never use monitoring to shame or pressure. A player must be able to report feeling unwell without fear it counts against them.	Continue.	7 min
15	**Monitoring with no hardware** _text + download_	No GPS, no budget? Session-RPE (effort × minutes) and a five-item wellness questionnaire give you load and readiness with pen and paper. Included in your pack.	Download no-budget routine.	6 min
16	**Building a proportionate routine** _text + download_	Match the routine to your staff and age group: what you'll collect, how often, who reads it, and what decision each metric can trigger. Download the monitoring plan template.	Download worksheet (B.9).	7 min
17	**Knowledge check** _knowledge check_	10–12 items from a pool. 60% to pass; retakes allowed.	Quiz; instant feedback.	15 min
18	**Applied task & reflection** _reflection + download_	Review a sample training week, flag risk signals with recommended adjustments, and design a proportionate monitoring routine for one academy age group. Reflect on one welfare safeguard you'll add.	Upload; post reflection.	varies

B.4 Video specification and full transcript

Field	Detail
Learning purpose	Reframe monitoring around decisions and welfare, not data volume; introduce load, recovery and the over-monitoring trap.
Duration (target)	6 minutes
Approach	Presenter plus screen-capture of an illustrative GPS/wellness week; a short piece-to-camera on athlete welfare.
Links to	Device-specific setup and platform walkthroughs are demonstrated in D2.5; this video builds the interpretation and welfare mindset.

SHOT-BY-SHOT OUTLİNE

30. Cold open (0:00–0:30): a wall of GPS numbers and the only question that matters — 'is he safe to train hard tomorrow?'
31. Section 1 (0:30–2:00): external vs internal load, two players, same session.
32. Section 2 (2:00–3:20): load as a pattern over time; acute spike after light days.
33. Section 3 (3:20–4:40): warning signs as a cluster; recovery markers.
34. Close (4:40–6:00): the over-monitoring trap and the welfare line — measure less, respond better, protect the player.

FULL TRANSCRİPT (ENGLİSH SOURCE FOR SUBTİTLİNG)

Here's a screen full of GPS data for one under-eighteen player. Distances, sprint counts, accelerations, top speeds — all of it, beautifully colour-coded. And it still doesn't answer the only question that actually matters tomorrow morning: is this player safe to train hard? Collecting the data was the easy part. Using it is the job.

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Start with a distinction that changes how you read everything. External load is what a player did — the metres, the sprints, the mechanical work. Internal load is what it cost them — heart rate, perceived effort. Here are two players who ran almost identical distances in the same session. For this one, the internal cost was moderate. For this one, heart rate stayed high and he rated it brutal. Same external session, completely different internal story. Train them identically tomorrow and you're guessing.

Now, load itself. A single big number tells you very little. What informs risk is the pattern over time — how today's work compares to what the player is used to. A sharp spike after two light days is a very different situation from the same total reached by a steady build. You're reading the shape of the week, not one figure.

Some of the most useful markers are also the cheapest. A short wellness self-report and a sleep question often predict tomorrow better than yesterday's GPS file. Do not assume the expensive sensor beats the simple question. Frequently it doesn't.

Warning signs of doing too much rarely arrive one at a time. Persistent fatigue. Wellness scores sliding for several days. Resting heart rate creeping up. Performance dropping even though the player is trying hard. A mood change a coach notices before any device does. No single one of those is proof. A cluster of them over several days is your signal to act.

And here's the part people find hardest to hear. More sensors do not make players safer. Over-monitoring a teenager can create anxiety, turn training into surveillance, and push young players toward early specialisation and burnout. A player has to be able to tell you he feels awful without worrying it'll be held against him. Measure less. Respond better. The data serves the player — never the other way around.

So the goal of this module isn't a wall of numbers. It's a short, proportionate routine where every metric you collect can actually trigger a decision, and where the young person wearing the device is protected at every step.

SUBTİTLE & TRANSLATİON GUİDANCE

32–42 characters per line, max two lines. Translate welfare language with care — the tone must stay protective, never clinical or punitive. Keep 'external/internal load', 'acute/chronic' and 'readiness' consistent across all appearances.

TRANSLATOR GLOSSARY (RENDER CONSİSTENTLY İN TR / LT)

Term	Meaning for translators
external load	What the player physically did (distance, sprints, accelerations).
internal load	The physiological cost to the player (heart rate, perceived effort/RPE).
acute vs chronic load	Recent load vs the load the player is habituated to; the relationship informs risk.
RPE / session-RPE	Rating of perceived exertion; session-RPE = effort rating × minutes.
readiness / wellness	Self-reported markers (sleep, soreness, mood) indicating capacity to train.
over-monitoring	Collecting more data than can be acted on, at a cost to welfare.

B.5 Animation and interactive graphic briefs

ANİMATİON 1 — SAME SESSİON, TWO İNTERNAL COSTS

Field	Detail
Concept	Two players run identical external-load bars, but their internal-load bars (heart rate, RPE) differ sharply.
Sequence	Both external bars fill to the same height → internal bars fill differently → a 'train identically tomorrow?' prompt appears with the answer 'no'.
Labels	External load (equal) · Internal load (player A vs B) · Tomorrow's decision.
Learner control	Learner swaps which player is 'fresh' and sees the recommended adjustment change.

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Field	Detail
Misconception it corrects	That equal external work means equal strain. Internal cost differs by player and fitness.

ANİMATİON 2 — SPİKE VS STEADY BUİLD

Field	Detail
Concept	Two weeks reaching the same total load — one via a sharp spike after light days, one via a steady ramp — with a risk indicator responding.
Sequence	Both totals land equal → the spiked week lights a caution flag; the steady week stays green.
Labels	Weekly total (equal) · Acute spike · Steady build · Risk flag.
Learner control	Learner drags load between days to flatten a spike and watch the flag settle.
Misconception it corrects	That the weekly total alone tells you the risk. Distribution and change matter more than the sum.

B.6 Interactive exercises

Exercise 1 — Match the tool to the question (drag-and-drop matching)

Instructions to the learner: Drag each monitoring question to the tool that answers it best — including the cheap options. Some expensive tools are decoys for questions a simple one answers better.

Stimulus: Questions include 'how recovered is he today?' and 'how much high-speed running did he do?'

Option / input	Correct?	Feedback shown
'How recovered today?' → wellness/sleep self-report	Correct	'Yes — a simple self-report often predicts today's readiness better than yesterday's GPS.'
'How much high-speed running?' → GPS/GNSS unit	Correct	'Yes — movement profile is what GPS is genuinely good for.'
'How recovered today?' → most expensive GPS package	Decoy	'GPS tells you what he did, not how he feels now. The cheap self-report wins here.'
'What did the session cost him internally?' → heart-rate + RPE	Correct	'Yes — internal load needs an internal measure, not just distance.'

Exercise 2 — Risk response — act, over-react, or ignore? (branching decision scenario)

Instructions to the learner: An U18's acute load has spiked and his wellness has dropped three days running. Choose your response at each step. Consequences appear two steps later.

Stimulus: Data (illustrative): today's load 60% above his 4-week average; wellness 4/10 falling from 7; no injury reported.

Option / input	Correct?	Feedback shown
Step 1: Ignore it — one bad week is normal	No	'Two matches later he presents with a soft-tissue niggle. A three-day cluster plus a spike was your signal, and you missed it.'
Step 1: Modify tomorrow — reduce high-speed volume, keep him involved	Yes	'Correct. You respond proportionately: adjust, don't panic, keep the player training and included.'
Step 1: Pull him from all training for a week immediately	No	'Over-reaction. Total shutdown on one cluster can dent fitness and confidence; graded adjustment beats a blanket rest.'
Step 2: Tell him his numbers are bad and he must do better	No	'This is the welfare failure. Framing data as blame teaches players to hide how they feel — the opposite of safe monitoring.'
Step 2: Check in on sleep/stress and reassure him it's about protection	Yes	'Correct. You treat the drop as information to support him, not a stick to beat him with.'

Exercise 3 — Read the week (data-interpretation hotspot)

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Instructions to the learner: An illustrative U18 training week is shown. Click every point you'd act on and identify the single player most at risk. Find at least three signals.

Stimulus: A week where: total load spikes on Thursday after two light days; Player 7's wellness falls 7→5→4 across three days; resting HR for Player 7 is creeping up; Player 3 has one low day (exam stress, noted).

Option / input	Correct?	Feedback shown
Thursday load spike after light days	Signal	'Right — a spike after light days is a classic risk pattern; flatten or modify.'
Player 7's three-day wellness slide	Signal	'Right — a cluster over days, not one bad score, is the warning.'
Player 7's rising resting heart rate	Signal	'Right — combined with falling wellness, this cluster points to accumulating fatigue.'
Player 3's single low day (exams)	Noise	'Right to note but not over-act — one contextual low day isn't a trend.'
Naming Player 7 as most at risk	Correct	'Yes — multiple signs clustering on one player is exactly who you check on first.'

B.7 Case study (illustrative composite)

Illustrative — not a real club

This case is a plausible composite created for teaching. Names, figures and outcomes are synthetic. The fuller verified case studies are delivered separately in D2.3.

Sud FC: a season-long lesson in measuring less

Sud FC, a small academy in a southern European coastal town, received a donation of ten GPS units and a one-year software licence from a local sponsor. The performance lead, Elena — a part-time sports scientist who also taught PE — was thrilled and, by her own later admission, went slightly overboard. Within a month every U18 session generated dozens of metrics per player, and Elena was spending her evenings building reports almost no one read.

The starting problem crept in quietly. Coaches, faced with a flood of numbers, began ignoring all of them, and a couple of players started asking whether the units were there to 'catch them slacking'. One 16-year-old, Tomás, admitted months later that he'd stopped mentioning tiredness because he assumed the tracker would contradict him. The technology meant to protect players had started to make one of them hide how he felt — the exact opposite of the point.

Elena reset the whole approach around a single question per metric: what decision would this ever change? Most of the dashboard failed that test. She stripped the routine down to three things: session load (from the GPS she already had), a five-item wellness self-report the players filled in on their phones in under a minute, and resting heart rate twice a week. Everything else was switched off. Crucially, she also changed the framing out loud with the squad: the data existed to keep them healthy and developing, and telling staff they felt bad would never count against them.

The evidence that justified the reset came mid-season. Tomás's wellness slid three days running — 7, then 5, then 4 — while his session load had spiked after a light spell around a school exam week. On the old system this would have been buried under forty other numbers. On the lean system it was the obvious signal. Elena modified his next session (kept him involved, cut the high-speed volume), checked in about his sleep and stress, and flagged it to his coach as protection, not punishment. Tomás trained through the block without a breakdown.

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What was harder than expected was governance, not fitness. Because the players were minors, Elena had to sort out consent properly — informing players and guardians what was collected, where it was stored, and who could see it — which she had skipped in the initial excitement. She also had to restrict access: early on, the wellness scores had been visible to too many staff, and a throwaway comment from an assistant coach about a low score was exactly the kind of thing that made players wary. Locking that down was as important as any training decision.

The outcome was quieter and better. Coaches actually used three numbers because they could hold three numbers in their heads. Players trusted the wellness form once it stopped feeling like surveillance. And the one intervention that mattered — catching Tomás's cluster — came not from the volume of data but from the discipline of reading a few things well and treating a young player's honesty as something to protect.

The takeaways were pointed. Every metric should earn its place by changing a decision. The cheapest tool (a one-minute wellness form) delivered the season's most important catch. And with minors, consent, access control and framing weren't paperwork — they were the difference between a player telling you the truth and hiding it.

REFLECTİON QUESTİONS

35. Tomás hid his tiredness because he feared the tracker. What specific things would you say and do so players in your academy feel safe reporting how they feel?
36. Elena's test was 'what decision would this metric change?' Apply it to three metrics your academy collects (or could). Which survive?
37. The wellness scores were seen by too many staff. Who, exactly, should be able to see a minor's monitoring data in your setting, and how would you enforce that?

B.8 Knowledge check

Worth 20% of module assessment. Representative bank below; the live check draws 10–12 items.

Q1 · MULTİPLE CHOİCE · RECALL · LO2

External load and internal load differ in that:

- They are the same thing.
- External is what the player did; internal is what it cost them physiologically.
- Internal load is measured in metres.
- External load is always higher.

Correct: B

Why: External = work done (distance/sprints); internal = physiological cost (HR/RPE).

Distractor feedback: The others confuse or conflate the two constructs.

Q2 · MULTİPLE CHOİCE · APPLİCATİON · LO2

Two players run the same distance in a session. You should assume their training strain is:

- Identical — same distance, same strain.
- Potentially very different — internal cost varies by player and fitness.
- Higher for the taller player.
- Irrelevant.

Correct: B

Why: Equal external load can carry very different internal cost, so plan the next day individually.

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Distractor feedback: A ignores internal load; C and D are unfounded.

Q3 · MULTİPLE CHOİCE · ANALYSİS · LO2

When judging injury-related risk from load, the most informative view is:

- A single day's total.
- The pattern over time — spikes vs steady build relative to what the player is used to.
- The highest number of the week.
- The team's average only.

Correct: B

Why: Risk relates to change and distribution (acute vs chronic), not one figure.

Distractor feedback: A, C and D each discard the temporal pattern.

Q4 · MULTİPLE CHOİCE · RECALL · LO2

Which is often the most useful — and cheapest — readiness marker?

- A short wellness/sleep self-report.
- The most expensive GPS package.
- Top speed only.
- Total career minutes.

Correct: A

Why: Simple self-reports frequently predict today's readiness better than yesterday's GPS.

Distractor feedback: The others cost more and answer a different question.

Q5 · SCENARİO — SİNGLE BEST ANSWER · APPLİCATİON · LO3

A player's acute load spikes and wellness drops for three days. The best first response is:

- Ignore it — one bad week is normal.
- Pull him from all training for a week.
- Modify tomorrow's session proportionately and check in with him.
- Tell him his numbers are poor and he must improve.

Correct: C

Why: Proportionate adjustment plus a supportive check-in responds to the signal without over-reacting or blaming.

Distractor feedback: A ignores a real cluster; B over-reacts; D is a welfare failure that teaches players to hide symptoms.

Q6 · MULTİPLE RESPONSE · ANALYSİS · LO4

Which can be warning signs of overtraining when they cluster over days? (Select all.)

- Falling wellness scores
- Rising resting heart rate
- Performance dropping despite effort
- A single good match

Correct: A, B, C

Why: A cluster of these over several days is the signal; no single sign is proof.

Distractor feedback: A single good match is not a warning sign.

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Q7 · TRUE/FALSE + JUSTİFY · ANALYSİS · LO4

True or false: one low wellness score means a player is overtrained. Justify.

- True
- False

Correct: False

Why: A single low score can be noise (a bad night, exam stress); overtraining shows as a cluster over days.

Distractor feedback: 'True' triggers a reminder that clusters, not single points, are the signal.

Q8 · MULTİPLE CHOİCE · APPLİCATİON · LO3

A metric on your dashboard has never once changed a training decision. You should:

- Keep collecting it — data is always good.
- Stop collecting it — it isn't earning its place.
- Collect it more often.
- Show it to more staff.

Correct: B

Why: If a metric never informs a decision, collecting it adds cost and monitoring burden for no benefit.

Distractor feedback: The others expand collection without justification.

Q9 · MULTİPLE CHOİCE · RECALL · LO5

Handling monitoring data on academy minors requires:

- Collecting everything in case it's useful.
- Informed consent from players and guardians, data minimisation, and restricted access.
- Sharing scores with all staff for transparency.
- Keeping data indefinitely.

Correct: B

Why: Consent, minimisation and access control are baseline requirements for minors' personal/biometric data.

Distractor feedback: The others breach minimisation, consent or access-control principles.

Q10 · TRUE/FALSE + JUSTİFY · APPLİCATİON · LO5

True or false: it is fine to publicly compare players' wellness scores to motivate them. Justify.

- True
- False

Correct: False

Why: Publicising a minor's health self-reports pressures players and teaches them to hide symptoms, undermining both welfare and data quality.

Distractor feedback: 'True' triggers a callback to Tomás hiding his tiredness in the case study.

Pooling, randomisation & pass rule

Keep 14–16 tagged items with strong LO4/LO5 coverage; every live check must include at least two welfare/governance items.

Pass mark: 60%. The knowledge check may be retaken; items and option order are re-randomised on each attempt. Attempts are logged as an engagement signal.

B.9 Applied task and downloadable worksheet

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Applied task: Two parts. (1) Review a provided illustrative training week: flag the risk signals, name the player most at risk, and recommend proportionate adjustments with a short rationale. (2) Design a proportionate monitoring routine for one academy age group: what you'll collect, how often, who reads it, the decision each metric can trigger, and the consent/access safeguards.

Submission format: Workload review + monitoring plan (PDF) uploaded to the portal **Expected length:** 2 pages total

WORKSHEET / TEMPLATE CONTENT (EXPORT AS FİLLABLE PDF)

Part 1 — Workload review

Signal you flagged	Player / day	Recommended adjustment & why

Part 1 — Judgement

- Player most at risk (and the cluster that tells you): ____
- One signal you deliberately treated as noise, and why: ____

Part 2 — Monitoring routine

What you'll collect	How often	Who reads it	Decision it can trigger

Part 2 — Welfare & governance safeguards

- Consent (players & guardians): ____
- Where data is stored & who has access: ____
- One thing you'll do so players feel safe reporting how they feel: ____
- One metric you chose NOT to collect, and why: ____

ASSESSMENT RUBRİC

Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Signal detection (25%)	Misses key clusters or acts on noise.	Finds some signals; over/under-reacts in places.	Correctly flags clusters and the at-risk player.	Flags precisely, distinguishes signal from noise, justifies each.
Proportionate response (25%)	Responses absent, or panic/ignore.	Some adjustment; not well matched.	Proportionate adjustments matched to signals.	Graded, individualised responses that keep players training and safe.
Routine design (25%)	Metrics with no decision attached; over-collects.	Some metrics justified; still cluttered.	Every metric tied to a decision; routine fits the age group and staff.	Lean, decision-driven routine; explicitly rejects unnecessary metrics.
Welfare & governance (25%)	Consent/access ignored; framing risky.	Mentions safeguards vaguely.	Clear consent, access control and a safe-reporting measure.	Robust safeguards; framing actively protects a minor's honesty and data.

B.10 Role-specific pathways

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Role	Focus in this module	Worked example	Applied-task variation
Coach	Adapting session content/intensity from monitoring data.	Cuts high-speed volume for a player showing a fatigue cluster.	Focuses the plan on how each metric changes a session.
Scout	Reading physical development markers within broader profiling.	Interprets a prospect's movement profile as one input, not a verdict.	Adds a physical-development-monitoring angle to the routine.
Manager	Planning implementation, equipment use and responsible procedures.	Sets who may access wellness data and the consent process.	Leads the governance/consent section of the plan.
Performance staff	Leading collection, interpretation and risk communication.	Builds the week's load picture and briefs the coach on risk.	Owns the full monitoring routine and risk-response logic.

B.11 Reflection and discussion task

Discussion prompt (posted to portal): Share the one metric you'd cut from your academy's monitoring (or from a routine you've seen) and the one you'd never give up — with reasons. Then describe one concrete thing you'll do so a young player feels safe telling you they're exhausted.

Facilitator moderation guidance: Keep the thread welfare-centred. Challenge any post that frames monitoring as catching players out. Celebrate examples of cheap, high-value markers and of good consent/access practice.

SEED RESPONSES (İLLUSTRATİNG EXPECTED DEPTH)

- **Strong seed:** 'I'd cut sprint-count leaderboards — they created competition to over-exert. I'd never give up the one-minute wellness form; it caught a burnout before GPS did. To make reporting safe, I now respond to a low score with a private check-in, never a comment in front of the group.'
- **Weak seed (for contrast):** 'We track everything, just in case.' — a facilitator would ask: which of those metrics has ever changed a decision, and what does collecting the rest cost the players?
- **Role-flavoured seed (Manager):** 'I'd never give up restricted access. Locking wellness data to two named staff was what made players trust the form at all.'

B.12 Facilitator notes — running the workshop / webinar

AGENDA

Time	Segment	Purpose
0:00–0:10	Welcome & the welfare frame	Set the tone: monitoring serves the player.
0:10–0:35	External vs internal load clinic	Run Anim.1; two players, same session, different plan.
0:35–1:05	Read-the-week workshop	Group works Ex.3; identify clusters vs noise.
1:05–1:35	Risk-response role-play	Pairs run Ex.2; debrief over-reaction vs proportionate response.
1:35–1:55	Governance & consent for minors	Walk the consent/access essentials; applied-task briefing.
1:55–2:00	Close & no-budget signpost	Point to session-RPE + wellness routine.

MATERİALS NEEDED

- An illustrative training week with a load spike and a wellness cluster
- Two same-distance / different-internal-load player profiles
- The monitoring-plan template
- A one-page consent/access checklist for minors

DİSCUSSİON PROMPTS

38. Which metric in your academy has never changed a decision — and why is it still collected?

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39. How do your players currently experience being monitored: as support, or as surveillance?
40. Who can see your players' wellness or injury data right now, and should they be able to?

COMMON MİSCONCEPTİONS & HOW TO ADDRESS THEM

Misconception	How to address it
'More data means safer players.'	Run the over-monitoring discussion and the Sud FC case; measure less, respond better.
'Equal distance means equal strain.'	Use Anim.1; internal cost differs by player and fitness.
'One low wellness score = overtrained.'	Contrast a single point with a multi-day cluster; single points are often noise.
'Sharing scores openly motivates players.'	Show how it teaches players to hide symptoms (Tomás); protect honesty instead.

No-budget / no-software adaptation

No wearables at all: run monitoring on session-RPE (effort rating × minutes) for load and a five-item wellness questionnaire for readiness, both on paper or a phone form. You get a usable load-and-readiness picture for the price of one minute per player per session — and, as the case shows, it can catch what expensive kit misses. Provide the RPE sheet and wellness form in the pack.

B.13 Resources and further reading

Only source types the consortium can confidently populate are named here; where a specific document is required but not yet confirmed, the type of source is described rather than a citation invented.

- UEFA / FIFA medical and player-welfare resources on training load and youth athlete health (publicly available via governing bodies).
- FIFA guidance on the protection of minors and safeguarding in football.
- EU GDPR text and European Data Protection Board guidance on health data and children's data.
- Open-access review required: a reputable overview of training-load monitoring and injury risk in youth football — confirm a specific reference before publication rather than citing from memory.
- Vendor documentation for whichever GPS/monitoring system a partner adopts (insert per deployment; keep the public resource product-neutral).

B.14 Module metadata for SCORM

Field	Value
Identifier	talenttech.d22.m3
Title	Module 3 — Wearable Technologies for Monitoring, Health, and Injury Prevention
Description	Use wearable technologies responsibly and effectively for player monitoring, health management and injury prevention, interpreting load and recovery, responding proportionately to risk, and protecting the welfare and data of young athletes.
Keywords	wearables, GPS, load, internal load, RPE, wellness, recovery, readiness, overtraining, injury prevention, GDPR, safeguarding, minors, over-monitoring
Duration (ISO 8601)	PT8H
Prerequisite	Familiarity with training planning and player welfare.
Mastery score	0.6 (60%)
Completion threshold	Core content reviewed + quiz ≥60% + workload review and monitoring plan submitted and facilitator-validated.

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Module 4. Video Analysis for Tactical and Technical Evaluation

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This module is part of TalentTECH Deliverable D2.2. Core module (part of the certificate-of-completion pathway).

B.1 Module identity card

Field	Detail
Module number & title	Module 4 — Video Analysis for Tactical and Technical Evaluation
Recommended level	Foundation to Intermediate
Status	Core
Total workload	8 hours
Workload split	4 h self-paced learning · 2 h facilitated workshop · 2 h clip-based task
Entry requirement	Basic coaching or analysis experience
Assessment components	20% quiz · 40% clip analysis exercise · 40% feedback design task
Pass threshold	60/100
Evidence of completion	Submitted coded sequence or feedback workflow and facilitator review
Suggested facilitator profile	Coach educator or performance analyst experienced in video feedback
Online screens (target)	18
Estimated online completion time	approx. 4 hours (self-paced)

B.2 Module rationale and learning outcomes

RATİONALE (LEARNER-FACİNG)

Video is the most accessible powerful technology in football — almost everyone has a phone. But watching footage isn't analysis, and showing a player clips isn't feedback. This module is about turning footage into learning a player will actually act on, using a review process light enough to survive a real academy week. The honest truth is that video analysis fails in most academies for one reason: nobody has the hours. So we build a workflow you can sustain, not an ideal you'll abandon by October.

SPECİFİC LEARNİNG OUTCOMES (VERBATİM FROM D2.1)

By the end of the module, participants will be able to:

- **LO1.** understand the purpose of video analysis in football development;
- **LO2.** identify and tag technical and tactical events relevant to player learning;
- **LO3.** use video clips to support individual feedback and team learning;
- **LO4.** connect video observations with coaching objectives and player development priorities;
- **LO5.** structure simple and effective review processes suitable for academy settings.

CONSTRUCTİVE ALİGNMENT MATRİX

LO	Taught on screens	Practised in activity	Assessed by
LO1	S3–S4 (why video, well)	Ex.1 purpose-to-clip match	Q1, Q2; clip analysis
LO2	S5–S7 (tagging & coding)	Ex.3 tag the sequence	Q3, Q4; clip analysis
LO3	S8–S10 (clips for feedback)	Ex.2 feedback-design scenario	Q5, Q6; feedback task
LO4	S11–S12 (link to objectives)	Feedback design task	Q7, Q8; feedback task
LO5	S13–S15 (sustainable process)	Applied workflow + reflection	Q9, Q10; workflow rubric

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B.3 Screen-by-screen storyboard

Each screen below carries its number and title, screen type, the on-screen copy and narration the learner sees or hears, the interaction and feedback, and the time on screen. The narration is written as it would be spoken. Visual-asset briefs for animated screens are expanded in B.5. All data shown on screens is synthetic and labelled illustrative.

#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
1	**Welcome & EU acknowledgement** _text_	Welcome to Module 4, co-funded by the European Union. By the end you'll have a video-feedback workflow you can actually keep up — and one that changes what players do.	Continue.	1 min
2	**Watching isn't analysing** _video_	A coach shows a player twelve minutes of clips; the player remembers none of it. The video shows why: no focus, no action, no time budget — and how to fix all three.	Play; captions EN/TR/LT.	7 min
3	**What video analysis is for** _text + graphic_	Video does three jobs: it evidences a coaching point, it lets a player see themselves, and it makes team patterns visible. If a clip does none of these, it's just television.	Hotspot on the three purposes.	9 min
4	**Start from the coaching intention** _text_	Never open the footage first. Decide the one thing you want this player or unit to learn, then go find the two clips that teach it. Intention before footage, always.	Continue.	8 min
5	**Tagging & coding basics** _text + animation_	Tagging = marking moments; coding = sorting them into meaningful categories (e.g. 'pressing trigger', 'first touch away from pressure'). Good codes come from your objectives, not the software's defaults.	Play animation; build a mini code list.	10 min
6	**Technical vs tactical events** _text_	Technical = an individual action (first touch, striking technique). Tactical = a decision in context (when to press, where to receive). Many clips are both — be clear which you're teaching.	Expandable examples.	8 min
7	**Selecting the right clips** _text_	Two great clips beat twenty average ones. Choose moments that are clear, repeatable, and tied to your intention. Include one 'did it well' clip, not only errors.	Continue.	8 min
8	**Designing feedback that sticks** _text + graphic_	A usable feedback moment: one theme, a short clip, a question to the player, and one thing to try next. Not a lecture over twelve minutes of tape.	Annotated feedback-moment breakdown.	10 min
9	**Individual vs team review** _text_	Individual review builds a specific skill; team review builds shared understanding. Keep team sessions short and about patterns; keep individual sessions private and about growth.	Continue.	8 min
10	**The feedback conversation** _branching scenario_	You sit a 15-year-old down with two clips. Choose how you open, how you handle a defensive reaction, and how you close. See which paths build ownership and which build resentment.	Branching choices with consequences.	12 min
11	**Linking clips to objectives** _text_	Every clip should trace back to a development priority. If you can't name the objective a clip serves, don't show it. This is what stops video becoming a highlights reel.	Continue.	7 min
12	**Closing the loop** _text_	Feedback isn't done when the clip ends. Agree one action, then look for it in the next match's footage. The loop — show, agree, re-observe — is where behaviour changes.	Continue.	7 min
13	**The time problem, honestly** _text + graphic_	Video analysis dies in academies because it eats hours nobody has. The fix isn't discipline; it's a	Before/after time-budget graphic (Anim.2).	9 min

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#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
		smaller process: cap clip-hunting time, reuse a fixed code list, batch by theme.		
14	**A sustainable weekly workflow** _text + download_	A realistic loop: 20 minutes tagging, 2 clips per targeted player, one 5-minute individual chat, re-check next week. Download the workflow template.	Download worksheet (B.9).	7 min
15	**Video with just a phone** _text + download_	No analysis suite? A phone on a tripod, free trimming software, and a shared folder gets you 80% of the value. The phone-and-free-tools routine is in your pack.	Download no-budget routine.	6 min
16	**Consent & sharing footage** _text_	Filming minors needs consent and care: who's filmed, where clips are stored, who can view them, and never posting a player's mistake where others can mock it.	Acknowledgement checkbox.	7 min
17	**Knowledge check** _knowledge check_	10–12 items from a pool. 60% to pass; retakes allowed.	Quiz; instant feedback.	15 min
18	**Applied task & reflection** _reflection + download_	Tag a short sequence, select two clips tied to one objective, and design a feedback moment for one player. Reflect on how you'll keep the workflow alive past week three.	Upload; post reflection.	varies

B.4 Video specification and full transcript

Field	Detail
Learning purpose	Show why footage without focus, action and a time budget fails, and introduce the intention-first, sustainable workflow.
Duration (target)	6 minutes
Approach	Presenter plus screen-capture of clip tagging in free software; a short reconstructed feedback conversation.
Links to	Full tool-specific tagging demonstrations live in D2.5; this video teaches the method, not a particular application.

SHOT-BY-SHOT OUTLİNE

41. Cold open (0:00–0:30): a player watching twelve minutes of clips, glazing over; 'what did he actually learn?'
42. Section 1 (0:30–1:50): intention before footage; the three jobs of video.
43. Section 2 (1:50–3:10): tagging vs coding; codes from objectives; two clips beat twenty.
44. Section 3 (3:10–4:40): the feedback moment — one theme, a question, one action; closing the loop.
45. Close (4:40–6:00): the time problem, told straight; the small sustainable loop.

FULL TRANSCRİPT (ENGLİSH SOURCE FOR SUBTİTLİNG)

Here's a coach doing everything he thinks he's supposed to. He's pulled twelve minutes of clips, he sits his fifteen-year-old down, and he talks through all of it. Watch the player's face. By minute four he's gone. Ask him tomorrow what he learned and he'll shrug. That wasn't feedback. It was television with commentary.

So let's fix it, starting with the single most important habit: intention before footage. Never open the video first. Decide the one thing you want this player to learn — 'receive on the back foot so you can play forward' — and then go and find the two clips that teach exactly that. When you open the footage first, you drown; when you open it with an intention, you're hunting for something specific.

It helps to know what video is actually for. It does three jobs. It evidences a coaching point — 'here, this is the moment I mean'. It lets a player see themselves, which is worth a thousand words from you. And it makes team

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patterns visible that nobody feels in real time. If a clip does none of those three things, it isn't analysis. It's a highlights reel.

Two quick technical words. Tagging is just marking moments as they happen. Coding is sorting those moments into categories that mean something to you — 'pressing trigger', 'first touch away from pressure'. And here's the key: your codes come from your objectives, not from the software's default menu. Two well-chosen clips beat twenty average ones every time. Include at least one where the player did it well — you're building a player, not prosecuting one.

Now the feedback itself. A feedback moment that sticks has four parts. One theme. A short clip. A question to the player — 'what did you see here?' — because a player who tells you the answer owns it in a way he never owns yours. And one thing to try next. Then you close the loop: agree the action, and go looking for it in next week's footage. Show, agree, re-observe. That loop is where behaviour actually changes.

Let me be honest about the thing nobody admits. Video analysis dies in academies for one reason — it eats hours nobody has. The answer is not to try harder. It's to make the process smaller: cap how long you spend hunting clips, reuse a fixed code list instead of reinventing it, and batch your work by theme. Twenty minutes of tagging, two clips per targeted player, one five-minute chat, re-check next week. That's a loop you can still be running in April. The perfect analysis you abandon by October helps no one.

SUBTİTLE & TRANSLATİON GUİDANCE

32–42 characters per line, max two lines. Keep 'tagging', 'coding', 'intention', 'feedback moment' and 'closing the loop' consistent. The tone is practical and encouraging — preserve it in translation.

TRANSLATOR GLOSSARY (RENDER CONSİSTENTLY İN TR / LT)

Term	Meaning for translators
tagging	Marking moments in footage as they occur.
coding	Sorting tagged moments into meaningful categories drawn from your objectives.
coaching intention	The one thing you want a player/unit to learn, decided before opening footage.
feedback moment	One theme + short clip + a question + one action to try.
closing the loop	Agreeing an action and re-observing it in later footage.
technical vs tactical	Individual action vs decision-in-context.

B.5 Animation and interactive graphic briefs

ANİMATİON 1 — TAG, THEN CODE

Field	Detail
Concept	Raw match moments (dots) get tagged, then dragged into a few objective-based buckets, showing structure emerge from noise.
Sequence	Match plays → learner taps to tag 5 moments → moments drop into 3 labelled code buckets tied to an objective → a tidy clip list appears.
Labels	Tag · Code buckets (from objectives) · Clip list.
Learner control	Learner tags moments and assigns codes; a decoy 'software-default' bucket is offered and shown to be useless.
Misconception it corrects	That you should use the software's default categories. Codes must come from your objectives.

ANİMATİON 2 — THE TİME BUDGET THAT SURVİVES

Field	Detail
Concept	An unbounded 'ideal' workflow overruns the week; a capped, batched workflow fits inside it.
Sequence	'Ideal' process bar overflows the week and turns red (abandoned) → 'capped' process bar (20 min tag, 2 clips, 5 min chat) fits and stays green (sustained).

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Field	Detail
Labels	Ideal (overruns) · Capped & batched (sustained) · Weekly time available.
Learner control	Learner drags time caps up/down and watches the process tip from sustainable to abandoned.
Misconception it corrects	That more thorough analysis is better. The thorough process you can't sustain delivers nothing.

B.6 Interactive exercises

Exercise 1 — Match the purpose to the clip (drag-and-drop matching)

Instructions to the learner: Drag each coaching intention to the clip that actually serves it. Some clips are 'highlights' that look good but teach nothing.

Stimulus: Intentions include 'receive on the back foot' and 'recognise the pressing trigger'; clips vary in clarity and relevance.

Option / input	Correct?	Feedback shown
'Receive on the back foot' → clip of the player half-turning to play forward	Correct	'Yes — clear, repeatable, and exactly the behaviour you're teaching.'
'Recognise the pressing trigger' → clip of the ball going backwards and the unit stepping up	Correct	'Yes — a tactical decision-in-context; perfect for a unit review.'
'Receive on the back foot' → a spectacular goal the player scored	Highlight	'Great clip, wrong job. It teaches nothing about receiving; it's a highlight, not analysis.'
'Recognise the pressing trigger' → a slow-motion skill move	Highlight	'Looks impressive, teaches nothing about the trigger. Serve the intention, not the drama.'

Exercise 2 — The feedback conversation (branching decision scenario)

Instructions to the learner: You sit a 15-year-old down with two clips (one strength, one error). Choose how you open, respond to his defensiveness, and close. Consequences show which paths build ownership.

Stimulus: The player is talented but touchy about criticism; the error clip shows him ball-watching before a goal.

Option / input	Correct?	Feedback shown
Open: 'Right, here are all the mistakes from Saturday.'	Weak	'You framed it as a charge sheet. He's defensive before the first clip even plays.'
Open: strength clip first — 'Watch this, this is you at your best.'	Strong	'You built safety first. Now he'll actually hear the harder clip.'
React to defensiveness: 'Just watch and listen.'	Weak	'You shut him down. He complies and forgets it by training. No ownership.'
React: 'What did you see there? Talk me through it.'	Strong	'You handed him the analysis. A player who says it owns it.'
Close: 'So stop ball-watching.'	Weak	'Vague and negative. "Stop" isn't an action he can rehearse.'
Close: 'One thing to try: scan over your shoulder before the ball's played. Let's look for it next week.'	Strong	'One positive, rehearsable action, plus a loop to re-observe. That's feedback that changes behaviour.'

Exercise 3 — Tag the sequence (tagging hotspot)

Instructions to the learner: A 90-second illustrative sequence is described frame-by-frame. Mark the moments relevant to the objective 'first touch away from pressure', and assign each to a code. Ignore irrelevant highlights.

Stimulus: The sequence contains: two clean first touches away from a presser; one heavy touch under no pressure; a great long pass (unrelated); a first touch into pressure that loses the ball.

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Option / input	Correct?	Feedback shown
First touch away from the presser (x2)	Tag → 'good example'	'Right — on-objective and positive; keep these for the strength clip.'
First touch into pressure, ball lost	Tag → 'teaching moment'	'Right — on-objective error; the core of your feedback.'
Heavy touch under no pressure	Optional	'Debatable — off-objective (no pressure). Leave it unless first-touch quality generally is the theme.'
The unrelated long pass	Ignore	'Correct to ignore — brilliant, but nothing to do with receiving under pressure. Don't be seduced by highlights.'

B.7 Case study (illustrative composite)

Illustrative — not a real club

This case is a plausible composite created for teaching. Names, figures and outcomes are synthetic. The fuller verified case studies are delivered separately in D2.3.

Kestrel FC: the phone, the folder, and the twenty-minute rule

Kestrel FC, a small semi-rural academy, had no analysis software and no analyst. What it had was a keen U16 coach, Amir, a phone, and a growing frustration that his best young midfielder, Jonah, kept making the same mistake — receiving with his back to play and getting caught. Amir had tried 'telling him' for a month. Nothing changed.

The starting problem was partly Jonah and partly Amir. Jonah couldn't feel the habit in real time. And Amir, when he first tried video, made the classic error: he filmed a whole match, sat Jonah down with fifteen minutes of clips, talked over all of it, and watched the boy switch off. The footage existed; the learning didn't.

Amir rebuilt the process around one rule he could actually keep: twenty minutes, maximum, per player per week. He filmed matches on a phone clamped to a cheap tripod, dumped the footage into a shared cloud folder, and used free trimming software to pull just two clips of Jonah — one where he received well and half-turned to play forward, and one where he got caught with his back to play. He wrote a fixed, tiny code list — really just 'good receive' and 'caught' — and reused it every week rather than inventing categories each time.

The evidence Amir leaned on was deliberately thin: two clips, not fifteen. He opened the individual chat with the good clip — 'watch this, that's you doing it right' — which changed Jonah's whole posture. Then the error clip, but instead of explaining it, he asked, 'what did you see there?' Jonah, to Amir's surprise, diagnosed it himself: 'I didn't look before it came.' Amir hadn't had to say a word of the thing he'd been repeating fruitlessly for a month.

What was harder than expected was Amir's own discipline. The temptation to add 'just one more clip', to widen the code list, to analyse the whole team 'while he was at it', was constant — and every time he gave in, the process ballooned and he skipped it the following week because it felt too big. The twenty-minute cap only worked because he defended it against his own perfectionism. He also had to sort consent properly once he was storing footage of minors in a shared folder, and restrict who could open it.

The outcome was small and real. Over six weeks, with the same two-clip loop — show, ask, agree one action ('scan over your shoulder before it arrives'), re-check next match — Jonah's habit measurably shifted; the 'caught' clips got harder to find. More importantly, the process was still running in spring, because it had been built to survive a real week rather than to impress anyone.

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The takeaways were unromantic. A phone and a free folder delivered most of the value of a suite. Two clips and a question beat fifteen clips and a lecture. And the whole thing lived or died on one unglamorous discipline: capping the time so the workflow was still there in April.

REFLECTİON QUESTİONS

46. Amir's cap was twenty minutes per player per week. What's a realistic, defensible cap in your context — and what will tempt you to break it?

47. Asking 'what did you see?' let Jonah self-diagnose. When does handing the analysis to the player work, and when might they need you to name it directly?

48. Kestrel stored minors' footage in a shared folder. List the consent and access steps you'd insist on before filming a single match.

B.8 Knowledge check

Worth 20% of module assessment. Representative bank below; the live check draws 10–12 items.

Q1 · MULTİPLE CHOİCE · RECALL · LO1

The single most important habit when using video is:

- Filming in the highest resolution.
- Deciding the coaching intention before opening the footage.
- Showing as many clips as possible.
- Always starting with errors.

Correct: B

Why: Intention before footage is what stops analysis becoming an aimless highlights reel.

Distractor feedback: A is cosmetic; C overwhelms; D damages ownership.

Q2 · MULTİPLE RESPONSE · RECALL · LO1

Video analysis does which jobs well? (Select all.)

- Evidences a coaching point
- Lets a player see themselves
- Makes team patterns visible
- Replaces the need to watch live

Correct: A, B, C

Why: These are the three genuine purposes; video complements, not replaces, live observation.

Distractor feedback: D overstates what video does.

Q3 · MULTİPLE CHOİCE · APPLİCATİON · LO2

Where should your coding categories come from?

- The software's default menu.
- Your coaching objectives and development priorities.
- Whatever's easiest to tag.
- The opposition's shape.

Correct: B

Why: Codes must serve your objectives, or the analysis measures the wrong things.

Distractor feedback: A, C and D let the tool or convenience dictate what you learn.

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Q4 · MULTİPLE CHOİCE · RECALL · LO2

'Technical' vs 'tactical' events differ in that:

- Technical is a decision; tactical is an action.
- Technical is an individual action; tactical is a decision in context.
- They're identical.
- Tactical only applies to defenders.

Correct: B

Why: Technical = individual action; tactical = contextual decision.

Distractor feedback: A reverses them; C and D are false.

Q5 · SCENARİO — SİNGLE BEST ANSWER · APPLİCATİON · LO3

You have one feedback slot with a defensive 15-year-old. The best opening is:

- 'Here are all your mistakes.'
- A strength clip: 'this is you at your best.'
- Fifteen minutes of match footage.
- Nothing — just tell him to watch.

Correct: B

Why: Opening with a strength builds the safety needed for the player to accept the harder clip.

Distractor feedback: A and D provoke defensiveness; C overwhelms.

Q6 · MULTİPLE CHOİCE · APPLİCATİON · LO3

The most effective way to run a feedback moment is:

- Explain everything the player did wrong.
- One theme, a short clip, a question to the player, and one action to try.
- Show only errors, in silence.
- Compare him to a professional.

Correct: B

Why: The four-part feedback moment builds ownership and gives a rehearsable action.

Distractor feedback: The others lecture, shame or distract.

Q7 · TRUE/FALSE + JUSTİFY · ANALYSİS · LO4

True or false: a clip is worth showing even if you can't name the objective it serves. Justify.

- True
- False

Correct: False

Why: If a clip doesn't trace to a development objective, it's a highlight, not feedback, and dilutes the message.

Distractor feedback: 'True' triggers a callback to the highlights-vs-analysis distinction.

Q8 · MULTİPLE CHOİCE · APPLİCATİON · LO4

'Closing the loop' means:

- Ending the video on time.
- Agreeing one action and re-observing it in later footage.
- Deleting the clips afterwards.

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- Showing the clip to the whole squad.

Correct: B

Why: The show–agree–re-observe loop is where behaviour actually changes.

Distractor feedback: The others miss the re-observation that drives change.

Q9 · MULTİPLE CHOİCE · ANALYSİS · LO5

Video analysis most often fails in academies because:

- The cameras aren't good enough.
- It consumes more time than staff have, so it gets abandoned.
- Players dislike being filmed.
- Tactics change too fast.

Correct: B

Why: Time cost is the usual killer; a smaller, capped, sustainable process is the fix.

Distractor feedback: The others are occasional issues, not the main failure mode.

Q10 · MULTİPLE CHOİCE · RECALL · LO5

When filming academy minors you must:

- Post clips publicly to motivate them.
- Obtain consent, store footage securely, restrict access, and never expose a player's mistake to ridicule.
- Keep all footage forever.
- Let anyone at the club view it.

Correct: B

Why: Consent, security, access control and dignity are baseline safeguarding requirements.

Distractor feedback: The others breach consent, retention or safeguarding.

> **Pooling, randomisation & pass rule**
>
> Keep 14–16 tagged items; ensure each live check covers all five LOs and includes at least one sustainability and one safeguarding item.
>
> Pass mark: 60%. The knowledge check may be retaken; items and option order are re-randomised on each attempt. Attempts are logged as an engagement signal.

B.9 Applied task and downloadable worksheet

Applied task: Using a provided short sequence (or your own footage), tag the moments relevant to one coaching objective and code them, select two clips (at least one strength), and design a feedback moment for one player: the theme, the question you'll ask, the one action to try, and how you'll close the loop. Include the sustainable workflow you'd use to keep this going weekly.

Submission format: Coded clip list + feedback plan + workflow (PDF) uploaded to the portal **Expected length:** 1–2 pages

WORKSHEET / TEMPLATE CONTENT (EXPORT AS FİLLABLE PDF)

Objective & code list

- Coaching intention (one sentence): ____
- Your 2–4 codes (from the objective): ____

Tagged clips

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Clip (time in sequence)	Code	Strength or teaching moment?

Feedback moment design

- Theme (one thing): ____
- Question you'll ask the player: ____
- One action to try next: ____
- How you'll close the loop (what you'll re-observe, when): ____

Sustainable workflow

- Time cap per player per week: ____
- When you'll tag / who films: ____
- One perfectionist temptation you'll resist: ____

ASSESSMENT RUBRİC

Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Tagging & coding (25%)	Clips off-objective or uncoded.	Some relevant clips; codes loose.	On-objective clips coded from the intention.	Precise, minimal codes; includes a well-chosen strength clip.
Feedback design (30%)	Lecture-style; no question or action.	Some structure; vague action.	One theme, a question, one rehearsable action.	Builds ownership; action is specific and positively framed.
Link to objectives (20%)	No clear objective link.	Loose link.	Every clip traces to the stated objective.	Objective, clips and action form one coherent thread.
Sustainability (25%)	No realistic workflow; likely abandoned.	Workflow present but heavy.	Capped, batched, plausibly weekly.	Genuinely sustainable; anticipates and defends against scope creep.

B.10 Role-specific pathways

Role	Focus in this module	Worked example	Applied-task variation
Coach	Turning clips into technical/tactical learning.	Runs Jonah's two-clip receiving session.	Designs the full feedback moment and workflow.
Scout	Using footage to validate observations and compare players.	Uses clips to confirm a live judgement systematically.	Frames the task around comparison/validation rather than coaching feedback.
Manager	Supporting sustainable video workflows and staff coordination.	Sets the club's time cap and shared-folder/consent policy.	Writes the workflow-and-governance section instead of a feedback moment.
Performance staff	Adding context where movement/physical behaviour is relevant.	Flags that a 'lazy' clip is actually late-match fatigue.	Contributes physical-context codes to the clip analysis.

B.11 Reflection and discussion task

Discussion prompt (posted to portal): Describe the smallest video-feedback loop you could realistically run every week in your setting, and the one clip you'd choose for one specific player this week. Then name the perfectionist temptation most likely to blow up your time budget — and how you'll resist it.

Facilitator moderation guidance: Reward realism over ambition. Challenge any plan that would clearly be abandoned by mid-season. Highlight strong uses of the player-question and the closing-the-loop step.

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SEED RESPONSES (İLLUSTRATİNG EXPECTED DEPTH)

- **Strong seed:** 'My loop: film on a phone, 15 minutes tagging Sunday, two clips for one player, a five-minute Monday chat, re-check next week. This week's clip: my full-back stepping in too early. My temptation is analysing the whole back four — I'll cap it at one player a week.'
- **Weak seed (for contrast):** 'I'll do full match analysis for every player every week.' — a facilitator would ask: honestly, will that still be happening in March?
- **Role-flavoured seed (Manager):** 'My smallest loop is a shared-folder policy and a consent form, so coaches can actually film without me worrying about safeguarding every week.'

B.12 Facilitator notes — running the workshop / webinar

AGENDA

Time	Segment	Purpose
0:00–0:10	Welcome & 'watching isn't analysing'	Frame the session around learning, not footage volume.
0:10–0:35	Intention-first clip hunt	Give an objective; group finds the two clips that serve it (Ex.1).
0:35–1:05	Feedback conversation role-play	Pairs run Ex.2; debrief ownership vs resentment.
1:05–1:35	Tag-the-sequence workshop	Group tags and codes a shared clip (Ex.3).
1:35–1:55	Build-your-loop + time budget	Each learner drafts a capped weekly workflow; applied-task briefing.
1:55–2:00	Close & no-budget signpost	Point to the phone-and-free-tools routine.

MATERİALS NEEDED

- A short shared match sequence (with consent)
- A stated coaching objective for the clip-hunt
- Free trimming software available on the room's devices
- The workflow template and a consent/access checklist

DİSCUSSİON PROMPTS

49. When did video last change what a player actually did — and what made that work?
50. What's your honest weekly time budget for analysis, and what fits inside it?
51. Where might filming minors at your club currently outrun your consent and storage practice?

COMMON MİSCONCEPTİONS & HOW TO ADDRESS THEM

Misconception	How to address it
'More clips = better feedback.'	Two-clips-beat-twenty; run the feedback role-play to feel the difference.
'Use the software's default categories.'	Run Anim.1; codes come from objectives, not menus.
'I should analyse everything for everyone.'	Use Anim.2 and the Kestrel case; the process you can't sustain delivers nothing.
'Feedback means explaining what they did wrong.'	Model the player-question; ownership beats lecture.

> **No-budget / no-software adaptation**
>
> No analysis suite: a phone on a tripod, free trimming software (many good options exist), and a shared cloud folder deliver most of the value. Reuse a tiny fixed code list, cap tagging time, and store footage of minors securely with consent. Provide the phone-workflow one-pager and the consent/access checklist in the pack.

B.13 Resources and further reading

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Only source types the consortium can confidently populate are named here; where a specific document is required but not yet confirmed, the type of source is described rather than a citation invented.

- UEFA / national-association coach education materials on observation and feedback (publicly available via federations).
- Open-access guidance on effective feedback and questioning in coaching — confirm a specific reputable reference before publication rather than citing from memory.
- FIFA / national safeguarding guidance on filming and image use for minors in sport.
- Documentation for free/low-cost video-trimming and tagging tools (name specific tools at build time; keep the public resource product-neutral).

B.14 Module metadata for SCORM

Field	Value
Identifier	talenttech.d22.m4
Title	Module 4 — Video Analysis for Tactical and Technical Evaluation
Description	Use video analysis for tactical and technical evaluation in player development, tagging and coding from coaching objectives, designing feedback that builds ownership, and running a sustainable review process suitable for academies.
Keywords	video analysis, tagging, coding, feedback, coaching intention, technical, tactical, clip selection, sustainable workflow, safeguarding, consent
Duration (ISO 8601)	PT8H
Prerequisite	Basic coaching or analysis experience.
Mastery score	0.6 (60%)
Completion threshold	Core content reviewed + quiz ≥60% + coded sequence and feedback design submitted and facilitator-reviewed.

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Module 5. VR/AR and Applied Technology Integration in Training Environments

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This module is part of TalentTECH Deliverable D2.2. Extension module (innovation-oriented; recognised but not required for the certificate of completion).

B.1 Module identity card

Field	Detail
Module number & title	Module 5 — VR/AR and Applied Technology Integration in Training Environments
Recommended level	Intermediate to Advanced
Status	Extension
Total workload	6 hours (extension module)
Workload split	3 h self-paced learning · 1.5 h facilitated discussion · 1.5 h implementation planning
Entry requirement	Completion of at least one core module (Modules 1–4)
Assessment components	30% case-based reflection · 70% technology integration concept note
Pass threshold	60/100
Evidence of completion	Submitted staged implementation outline (concept note)
Suggested facilitator profile	Innovation-minded coach educator or performance lead comfortable weighing adoption trade-offs
Online screens (target)	12
Estimated online completion time	approx. 3 hours (self-paced)

B.2 Module rationale and learning outcomes

RATİONALE (LEARNER-FACİNG)

This is the module about judgement, not gadgets. Virtual and augmented reality, and immersive simulation, are genuinely interesting for football learning — and genuinely oversold. The skill you build here is not how to use a headset; it is how to decide whether a technology is worth adopting at all, given your budget, your staff, your players and the actual evidence. By the end you will be able to look at any shiny new tool and give a reasoned answer to the only question that matters: does this add enough value here to justify what it costs? This module also closes the programme by asking you to combine what you've learned into one coherent framework.

SPECİFİC LEARNİNG OUTCOMES (VERBATİM FROM D2.1)

By the end of the module, participants will be able to:

- **LO1.** explain the potential contribution of VR/AR tools to football learning and decision-making;
- **LO2.** identify realistic use cases for immersive or simulation-supported practice;
- **LO3.** evaluate when such tools add value and when simpler methods may be more appropriate;
- **LO4.** design a basic technology integration plan linked to player development aims;
- **LO5.** consider cost, access, usability, and staff readiness when introducing emerging technologies.

CONSTRUCTİVE ALİGNMENT MATRİX

LO	Taught on screens	Practised in activity	Assessed by
LO1	S2–S3 (what VR/AR can do)	Ex.1 realistic vs hype use cases	Case reflection

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LO	Taught on screens	Practised in activity	Assessed by
LO2	S4 (realistic use cases)	Ex.1	Concept note (use case)
LO3	S5–S6 (value vs simpler methods)	Ex.2 adopt-or-not scenario	Case reflection; concept note
LO4	S7–S9 (integration planning)	Concept-note task	Concept note (staged plan)
LO5	S8–S9 (cost/access/readiness)	Ex.2; concept-note task	Concept note (feasibility)

B.3 Screen-by-screen storyboard

Each screen below carries its number and title, screen type, the on-screen copy and narration the learner sees or hears, the interaction and feedback, and the time on screen. The narration is written as it would be spoken. Visual-asset briefs for animated screens are expanded in B.5. All data shown on screens is synthetic and labelled illustrative.

#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
1	**Welcome & how this module differs** _text_	Welcome to Module 5, the extension module, co-funded by the European Union. It's shorter, more advanced, and deliberately sceptical: the goal is sound adoption judgement, not enthusiasm. It also asks you to pull the whole programme together.	Continue.	2 min
2	**The judgement question** _video_	Two academies buy the same VR system; one transforms decision-training, the other leaves it in a cupboard. The difference wasn't the tech — it was the judgement around adopting it. The video frames the module's central question.	Play; captions EN/TR/LT.	7 min
3	**What VR/AR can (and can't) do for football** _text + graphic_	VR can rehearse decisions and scanning in a controlled, repeatable setting; AR can overlay information onto real practice. Neither replaces the pitch, the ball, or a coach. Be precise about the narrow thing each does well.	Hotspot: capability vs hype for each.	12 min
4	**Realistic use cases** _text + animation_	The credible cases are specific: repeatable decision-scenarios, scanning/awareness training, rehabilitation contexts, and tactical walk-throughs. The incredible cases are 'it replaces training' and 'it develops technique better than a ball'.	Sort cases into realistic / oversold.	12 min
5	**The honest state of the evidence** _text_	Be candid: evidence for transfer from VR to match performance in football is early and mixed. Some findings on perceptual-cognitive skill are promising; strong causal claims are not yet warranted. Adopt as an informed experiment, not a proven upgrade.	Continue.	11 min
6	**When simpler is better** _text + graphic_	Often a small-sided game, a constraint, or a video clip achieves the same aim for a fraction of the cost. The right question is never 'is this tech good?' but 'is it better here than the simple thing I already have?'	Compare tech vs simple method per aim (Anim.2).	11 min
7	**Anatomy of an integration plan** _text_	A sound plan links a specific player-development aim to a specific tool, then stages adoption: pilot small, define success in advance, review honestly, scale only if it earns it. No aim, no adoption.	Continue.	10 min
8	**Cost, access, usability, staff readiness** _text + graphic_	Four feasibility filters decide most adoptions: total cost (not just the sticker), who actually gets access, how usable it is mid-session, and whether staff are ready and willing to run it. A tool that fails any one usually fails overall.	Feasibility-filter walkthrough.	12 min
9	**Staging a realistic rollout** _branching scenario_	You have a modest innovation budget and a VR decision-trainer on trial. Choose how you pilot, what you measure, and when you'd walk away. See which paths lead to a cupboard and which to real use.	Branching choices with consequences.	12 min

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#	Screen title & type	On-screen copy / narration	Interaction & feedback	Time
10	**Bringing the programme together** _text + graphic_	Scouting, analytics, wearables, video and immersive tools are not five separate things — they're one connected picture of a player. A coherent academy framework decides how they feed each other, without over-teching a young player's development.	Assemble the five modules into one framework diagram.	11 min
11	**Concept-note briefing & template** _text + download_	Your task: a staged technology-integration concept note for one realistic aim in your setting. Download the concept-note template; it structures the aim, the tool, the feasibility check, the staged plan, and the walk-away criteria.	Download worksheet (B.9).	6 min
12	**Case reflection & submission** _reflection + download_	Complete the case-based reflection, then submit your concept note. There is no timed quiz in this module; assessment is the reflection (30%) and the concept note (70%).	Upload; post reflection.	varies

B.4 Video specification and full transcript

Field	Detail
Learning purpose	Frame the module as being about adoption judgement, not technology; set up feasibility thinking and honest scepticism about evidence.
Duration (target)	6 minutes
Approach	Presenter to camera plus illustrative footage of a VR decision-trainer and a contrasting empty-cupboard shot; light motion graphics for the feasibility filters.
Links to	Any hands-on VR/AR demonstrations belong in a live/lab context; this video is about the decision to adopt, and pairs with the integrating framework in Part C.

SHOT-BY-SHOT OUTLİNE

52. Cold open (0:00–0:35): two academies, identical VR kit; one in daily use, one gathering dust. 'Same technology. Opposite outcome. Why?'
53. Section 1 (0:35–2:00): what VR/AR genuinely does well — narrow, specific; and what it's oversold as.
54. Section 2 (2:00–3:30): the honest evidence picture; adopt as an experiment, not a proven upgrade.
55. Section 3 (3:30–5:00): the four feasibility filters; 'is it better here than the simple thing you already have?'
56. Close (5:00–6:00): staged rollout and the whole-programme picture; judgement, not gadgets.

FULL TRANSCRİPT (ENGLİSH SOURCE FOR SUBTİTLİNG)

Two academies buy exactly the same virtual-reality system. A year later, one has woven it into how it trains decision-making, and players and coaches swear by it. The other has it in a cupboard, still in the box for weeks at a time. Same technology. Opposite outcome. The difference was never the headset. It was the judgement around whether, and how, to adopt it. That judgement is what this module is about.

So let's be precise about what these tools actually do. Virtual reality can let a player rehearse decisions and scanning in a controlled, repeatable environment — the same scenario, again and again, in a way a chaotic training session never allows. Augmented reality can overlay information onto real practice. Those are real, if narrow, strengths. What they do not do is replace the pitch, the ball, or a coach, and they do not develop core technique better than actually kicking a football. Anyone selling you that is selling, not coaching.

Now the part the sales deck won't tell you. The evidence that skills learned in VR transfer to actual match performance in football is early and mixed. There are genuinely promising findings around perceptual and cognitive skills — scanning, decision speed. But strong, confident claims that this makes players measurably

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better on Saturday are not yet warranted. That doesn't mean don't touch it. It means adopt it as an informed experiment, with your eyes open, not as a proven upgrade you're behind for not owning.

Which leads to the question that should govern every adoption decision. It is never 'is this technology good?' It is 'is it better, here, in my academy, than the simple thing I already have?' Very often a small-sided game with a clever constraint, or a two-minute video clip, achieves the same learning aim for a tiny fraction of the cost. If the simple method gets you most of the way, the expensive tool has to justify the gap.

When something does look worth trying, four filters decide whether it'll actually work. Cost — and I mean the true cost, not the sticker: licences, updates, the staff hours to run it. Access — who genuinely gets to use it, or does it become one squad's toy? Usability — can a coach actually run it in the flow of a session, or does it need a technician every time? And staff readiness — are the people who'd run it willing and able, or will it quietly become nobody's job? A tool that fails any one of those four usually fails overall.

So you pilot small, you decide what success looks like before you start, you review honestly, and you scale only if it earns the right — and you're willing to walk away. Do that, and you'll also see the bigger picture this whole programme has been building toward: scouting, analytics, wearables, video and immersive tools aren't five gadgets, they're one connected view of a developing player. Your job isn't to own the most technology. It's to make sound judgements about which of it actually helps — and to protect the young player at the centre of it from being over-teched. That's the skill. Not the headset.

SUBTİTLE & TRANSLATİON GUİDANCE

32–42 characters per line, max two lines. Preserve the sceptical-but-fair tone; do not soften the evidence caveats in translation. Keep 'feasibility filters', 'use case', 'staged rollout' and 'transfer' consistent.

TRANSLATOR GLOSSARY (RENDER CONSİSTENTLY İN TR / LT)

Term	Meaning for translators
VR / immersive simulation	A fully simulated environment for repeatable decision/scanning practice.
AR / augmented reality	Digital information overlaid onto the real training environment.
transfer	Whether a skill trained off-pitch actually improves match performance.
use case	A specific, realistic task a tool is genuinely suited to.
feasibility filters	Cost, access, usability, staff readiness — the four tests of adoptability.
staged rollout	Pilot small, define success, review, scale only if earned.

B.5 Animation and interactive graphic briefs

ANİMATİON 1 — REALİSTİC VS OVERSOLD USE CASES

Field	Detail
Concept	Cards describing possible VR/AR uses fall through a filter that separates credible, specific cases from hype.
Sequence	Cards drop: 'repeatable decision scenarios', 'scanning training', 'replaces training entirely', 'better than a ball for technique' → the filter sorts them into 'realistic' and 'oversold'.
Labels	Realistic (specific, narrow) · Oversold (sweeping claims).
Learner control	Learner sorts each card first, then the filter reveals the answer with a one-line reason.
Misconception it corrects	That VR/AR is broadly transformative. Only specific, narrow use cases are currently credible.

ANİMATİON 2 — TECH VS THE SİMPLE THİNG YOU ALREADY HAVE

Field	Detail
Concept	For each development aim, a VR option and a simple option (SSG/constraint/clip) are weighed on value and cost.

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Field	Detail
Sequence	Aim appears → VR value and cost bars vs simple-method value and cost bars → a verdict: 'tech justified' or 'simple wins'.
Labels	Aim · VR (value/cost) · Simple method (value/cost) · Verdict.
Learner control	Learner adjusts budget and staff-readiness sliders and watches verdicts flip.
Misconception it corrects	That newer means better. The simple method often wins on value-per-cost for a given aim.

B.6 Interactive exercises

Exercise 1 — Realistic or oversold? (card-sort classification)

Instructions to the learner: Classify each claimed VR/AR use case as realistic, situational, or oversold. Justify the borderline ones to yourself before revealing feedback.

Stimulus: A deck of use-case cards spanning credible, context-dependent, and hyped claims.

Option / input	Correct?	Feedback shown
'Rehearse a specific defensive-shape decision repeatedly'	Realistic	'Yes — narrow, repeatable, exactly what immersive practice is suited to.'
'Train scanning/awareness in a controlled setting'	Realistic	'Yes — perceptual-cognitive skill is the most evidence-supported area, still emerging.'
'Use in a rehab context to maintain decision-sharpness while injured'	Situational	'Plausible and valuable in the right setting — but depends on staff, cost, and the specific injury context.'
'It replaces on-pitch training'	Oversold	'No — it complements at best; it does not replace the ball, the pitch, or the coach.'
'It develops first-touch technique better than a ball'	Oversold	'No — core technique is developed with a real ball; this is a classic hype claim.'

Exercise 2 — Adopt, pilot, or walk away? (branching decision scenario)

Instructions to the learner: You have a small innovation budget and a VR decision-trainer on a free trial. Make the adoption decisions; consequences appear later.

Stimulus: Context (illustrative): mid-sized academy, one enthusiastic coach, no technician, tight budget, aim = improve U18 midfield scanning.

Option / input	Correct?	Feedback shown
Buy it outright now — everyone's using this kind of thing	No	'You committed real money on hype, with no success measure. Six months on it's underused and you can't say if it worked.'
Pilot with one squad, define success first (a scanning measure), review in 8 weeks	Yes	'Correct. Small pilot, pre-defined success, honest review window — this is staged, disciplined adoption.'
Measure success as 'coaches like it'	No	'Popularity isn't transfer. Define success against the development aim, not enthusiasm.'
Measure success against your existing scanning drill's outcomes	Yes	'Correct. You benchmark the tool against the simple method you already have — the right comparison.'
Keep it regardless because it was expensive	No	'Sunk-cost thinking. If it doesn't beat the simple method on your measure, walking away is the disciplined call.'
Walk away if it doesn't beat the drill by review — redeploy the budget	Yes	'Correct. Willingness to walk away is what separates adoption judgement from gadget-collecting.'

B.7 Case study (illustrative composite)

> **Illustrative — not a real club**

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This case is a plausible composite created for teaching. Names, figures and outcomes are synthetic. The fuller verified case studies are delivered separately in D2.3.

Two academies, one headset: Aurora vs Meridian

Aurora and Meridian are two comparable mid-sized European academies that, within the same season, each acquired an almost identical virtual-reality decision-training system through a regional innovation grant. On paper they were a matched pair: similar budgets, similar squads, similarly curious technical directors. A year later, Aurora had integrated the system into its U18 programme and could point to a clear, if modest, role for it; Meridian's headset had spent most of the year in a store cupboard. This composite case exists to isolate why.

Meridian's story is the more common one. Its director, impressed by a vendor demo and worried about 'falling behind', bought the full package outright. There was no specific development aim attached to the purchase — the reasoning was essentially that immersive tech was the future and the academy should have it. No single member of staff was given responsibility for running it, there was no technician, and 'success' was never defined. Within weeks the novelty faded, setting it up each session felt like friction the coaches didn't have time for, and it quietly became nobody's job. The kit wasn't bad. The adoption was.

Aurora did something less exciting and far more effective: it treated the trial as an experiment. Its director started from a specific aim — improving scanning and decision-speed in a group of U18 midfielders — and only then asked whether VR might serve it better than the small-sided scanning game the club already ran. She ran a small pilot with one squad, defined success in advance as a measurable improvement on the club's existing scanning benchmark, gave one willing coach clear ownership, and set an eight-week review with an explicit condition: if it didn't beat the existing drill, they'd hand the kit back and redeploy the budget.

The evidence Aurora gathered was deliberately modest and honest. Over eight weeks the piloted midfielders showed a small improvement on the scanning measure — enough to be interesting, not enough to declare a revolution. Crucially, the coach reported that the value came from one narrow thing the small-sided game couldn't easily replicate: the ability to rerun the exact same decision-scenario repeatedly. That specificity — not a vague sense that 'VR is good' — is what justified keeping it, and only for that use.

What was hard for Aurora was resisting the temptation to over-claim and over-extend. Once the pilot looked promising, there was pressure to roll it out to every age group and to market the academy as 'VR-powered'. The director held the line: the evidence supported one use case for one age group, the feasibility filters (cost, access, usability, staff readiness) hadn't been re-checked for a wider rollout, and expanding on a single encouraging pilot would repeat exactly the un-evidenced enthusiasm that had sunk Meridian's kit. VR stayed a specific tool for a specific aim, not an identity.

The outcome was two academies and one clear lesson. The technology was identical; the judgement was not. Aurora got modest, real value because it demanded an aim, piloted small, defined success against the simple alternative, and was genuinely willing to walk away. Meridian got an expensive cupboard ornament because it adopted out of fear of missing out. Neither result was about the headset.

The takeaways are the module in miniature. No aim, no adoption. Benchmark the tool against the simple thing you already have, not against nothing. Define success before you start and review honestly. And treat willingness to walk away not as failure but as the very thing that makes technology adoption a discipline rather than a gamble.

REFLECTİON QUESTİONS

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57. Meridian bought out of fear of falling behind. Where in your own context do you feel that pressure, and what specific rule would protect you from an un-evidenced purchase?

58. Aurora kept VR for exactly one use case and refused to expand on a single promising pilot. Was that admirable discipline or excessive caution? Argue it, then say what evidence would justify a wider rollout.

59. Define, for a technology you're actually considering, what 'success' would look like in advance — and the honest condition under which you'd walk away.

B.8 Knowledge check

This extension module has no timed knowledge check; assessment is the case-based reflection (30%) and the concept note (70%). The prompts below are optional self-checks the platform can present as ungraded formative items to reinforce key judgements before the concept-note task.

Q1 · SELF-CHECK (UNGRADED) · UNDERSTAND · LO1

In one sentence, name one thing VR does genuinely well for football learning and one thing it is oversold as.

- (Open response — model answer provided as feedback.)

Correct: Model answer

Why: Does well: repeatable decision/scanning rehearsal in a controlled setting. Oversold: replacing on-pitch training or developing core technique better than a ball.

Distractor feedback: Feedback flags answers that claim broad, transformative effects as the exact hype the module warns against.

Q2 · SELF-CHECK (UNGRADED) · EVALUATE · LO3

Complete the governing question of adoption: 'The question is never "is this technology good?" but _____.'

- (Open response.)

Correct: '...is it better, here, than the simple thing I already have?'

Why: Value is always relative to the existing simple alternative and the local context.

Distractor feedback: Answers that judge the tech in the abstract miss the comparative, contextual nature of the decision.

Q3 · SELF-CHECK (UNGRADED) · EVALUATE · LO5

List the four feasibility filters that decide most adoptions.

- (Open response.)

Correct: Cost (true cost), access, usability, staff readiness.

Why: A tool failing any one of the four usually fails overall.

Distractor feedback: Answers listing only 'cost' are reminded that a cheap tool nobody can run in-session still fails.

Q4 · SELF-CHECK (UNGRADED) · UNDERSTAND · LO1

True or false: strong evidence shows VR training reliably transfers to better match performance in football.

- True
- False

Correct: False

Why: Evidence is early and mixed; perceptual-cognitive findings are promising but strong causal claims aren't yet warranted. Adopt as an experiment.

Distractor feedback: 'True' is exactly the over-claim the module trains learners to resist.

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Q5 · SELF-CHECK (UNGRADED) · APPLY · LO4

Put these adoption steps in order: scale · define success · pilot small · review honestly.

- (Ordering task.)

Correct: Pilot small → define success (in advance) → review honestly → scale only if earned.

Why: Staged rollout with success defined before piloting is the disciplined sequence.

Distractor feedback: Any order that scales before an honest review repeats Meridian's mistake.

Pooling, randomisation & pass rule

These formative self-checks are ungraded and optional; because the extension module is assessed by reflection and concept note, they exist only to rehearse judgement, and the platform may present a subset.

Pass mark: 60%. The knowledge check may be retaken; items and option order are re-randomised on each attempt. Attempts are logged as an engagement signal.

B.9 Applied task and downloadable worksheet

Applied task: Write a staged technology-integration concept note for ONE realistic aim in your setting. Start from a specific player-development aim, choose a specific tool (VR/AR or, legitimately, a simpler method if it wins), run the four feasibility filters, stage the adoption (pilot → defined success → review → scale-or-stop), and state the honest condition under which you'd walk away. The concept note is 70% of assessment; the case-based reflection is 30%.

Submission format: Concept note (PDF) + case reflection uploaded to the portal **Expected length:** 2–3 pages (concept note) + ~300-word reflection

WORKSHEET / TEMPLATE CONTENT (EXPORT AS FİLLABLE PDF)

1. Development aim

- The specific player-development aim (one sentence): ____
- Which core module(s) this connects to: ____
- Why this aim matters in your context: ____

2. Tool choice (be willing to choose 'simple')

Option	What it would do for the aim	Rough true cost
VR/AR option		
Simple method you already have		

3. Feasibility filters

Filter	Assessment for your setting	Pass / concern
Cost (true, not sticker)		
Access (who really gets it)		
Usability (mid-session)		
Staff readiness		

4. Staged plan

- Pilot: who, how small, how long: ____
- Success defined in advance (a measure, vs the simple method): ____
- Review point & who decides: ____
- Scale-up condition (what would earn it): ____

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5. Walk-away criteria

- The honest condition under which you stop and redeploy the budget: ____

Case-based reflection (~300 words)

- Using Aurora vs Meridian, explain what would make your adoption look like Aurora's, not Meridian's, and name the pressure most likely to push you toward Meridian's mistake.

ASSESSMENT RUBRİC

Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Aim & tool fit (25%)	Tool chosen with no clear aim.	Aim present; tool loosely linked.	Specific aim; tool genuinely matched, simple option honestly weighed.	Aim, tool and the case for/against the simple alternative are sharply reasoned.
Evidence realism (20%)	Uncritical hype or blanket rejection.	Some balance; overclaims in places.	Honest, balanced read of what the tool can and can't do.	Nuanced, evidence-aware judgement; resists both hype and cynicism.
Feasibility analysis (25%)	Filters missing or superficial.	Some filters applied.	All four filters applied to the real setting.	Filters applied incisively; identifies the decisive constraint.
Staged plan & walk-away (30%)	No staging, or 'buy and hope'.	Some staging; success vague.	Clear pilot, pre-defined success, review, and a real walk-away rule.	Disciplined staged rollout benchmarked against the simple method, with a credible, specific walk-away condition.

B.10 Role-specific pathways

Role	Focus in this module	Worked example	Applied-task variation
Coach	Judging whether an immersive tool serves a real coaching aim better than existing methods.	Compares a VR scanning trainer against the club's scanning SSG.	Writes the concept note around a coaching aim and the simple-method comparison.
Scout	Weighing emerging tools for assessment/profiling against simpler approaches.	Assesses whether an AR overlay adds anything to live observation.	Frames the note around an identification/assessment aim.
Manager	Leading responsible innovation: budget, access, readiness, risk of over-teching.	Runs the four feasibility filters and sets the walk-away rule for the club.	Owns the full staged rollout and governance of the concept note.
Performance staff	Judging rehab/perceptual use cases and integration with monitoring.	Evaluates a VR decision-trainer for maintaining sharpness during injury.	Centres the note on a rehab/perceptual use case and its evidence limits.

B.11 Reflection and discussion task

Discussion prompt (posted to portal): Using Aurora vs Meridian, describe the single most important thing you'll do to make sure a technology decision in your setting looks like Aurora's, not Meridian's. Then be honest about the pressure (budget politics, fear of falling behind, a persuasive vendor, a keen colleague) most likely to push you the wrong way — and your specific defence against it.

Facilitator moderation guidance: Reward disciplined scepticism and honesty about local pressures over enthusiasm. Challenge both uncritical hype and knee-jerk rejection. Draw out the 'benchmark against the simple method' and 'define success in advance' habits as the through-lines.

SEED RESPONSES (İLLUSTRATİNG EXPECTED DEPTH)

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- **Strong seed:** 'The one thing: I'll refuse to buy anything without a written aim and a walk-away condition. My pressure is a keen colleague who loves gadgets — my defence is that his enthusiasm can drive a *pilot*, but not a *purchase*, until it beats our existing drill on a measure we agree first.'
- **Weak seed (for contrast):** 'VR is the future so we should get in early.' — a facilitator would ask: for which aim, beating which simpler method, measured how, and what would make you stop?
- **Role-flavoured seed (Manager):** 'My defence against falling-behind pressure is the feasibility filters on one page. If a tool fails usability or staff-readiness, no vendor demo overrides that.'

B.12 Facilitator notes — running the workshop / webinar

AGENDA

Time	Segment	Purpose
0:00–0:10	Welcome & the judgement frame	Set the sceptical-but-fair tone; this is about adoption, not headsets.
0:10–0:35	Realistic vs oversold sort	Run Ex.1 as a group; debate the situational cards.
0:35–0:55	Evidence honesty + simple-vs-tech	Discuss the mixed evidence; run Anim.2 on a shared aim.
0:55–1:20	Adopt/pilot/walk-away role-play	Pairs run Ex.2; surface sunk-cost and FOMO traps.
1:20–1:30	Bringing the programme together	Assemble the five-module framework; brief the concept note.

MATERİALS NEEDED

- The realistic/oversold use-case card deck
- An illustrative VR-vs-SSG comparison for one aim
- The concept-note template
- The Aurora vs Meridian case

DİSCUSSİON PROMPTS

60. Where do you feel 'falling behind' pressure, and is it evidence or anxiety?
61. Name a purchase (anywhere) that became a cupboard ornament — what adoption step was missing?
62. For one aim you have, what's the simple method the tech must actually beat?

COMMON MİSCONCEPTİONS & HOW TO ADDRESS THEM

Misconception	How to address it
'Newer technology is better.'	Run Anim.2; value is relative to the simple method and the local context.
'The evidence is settled — VR clearly works.'	Present the honest, mixed picture; adopt as an experiment, not a proven upgrade.
'If we've paid for it, we should keep using it.'	Name sunk-cost bias; walk-away is a discipline, not a failure.
'More technology means better development.'	Return to over-teching; protect the young player at the centre.

No-budget / no-software adaptation

This module needs no VR/AR hardware to complete — that is by design. The whole point is judgement, so the entire module, including the concept note, can be done with zero technology: learners reason about adoption on paper. Where a club genuinely has no innovation budget, the module's most valuable outcome is often a well-argued decision NOT to adopt, and to invest the same effort in the simple method it would have been compared against.

B.13 Resources and further reading

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Only source types the consortium can confidently populate are named here; where a specific document is required but not yet confirmed, the type of source is described rather than a citation invented.

- Open-access reviews required: reputable overviews of VR/AR and perceptual-cognitive training in football/sport — confirm specific, current references before publication rather than citing from memory, given this is a fast-moving and contested evidence base.
- UEFA / national-association innovation and coach-education materials where available (publicly accessible via federations).
- General technology-adoption and pilot-evaluation frameworks from reputable public sources (name the specific framework at build time).
- Vendor documentation for any specific VR/AR system a partner trials (insert per deployment; keep the public resource strictly product-neutral and non-endorsing).
- The four preceding TalentTECH modules — this extension module explicitly builds on and integrates them.

B.14 Module metadata for SCORM

Field	Value
Identifier	talenttech.d22.m5
Title	Module 5 — VR/AR and Applied Technology Integration in Training Environments
Description	Evaluate and responsibly integrate VR/AR and emerging technologies in football training environments, judging when immersive tools add value over simpler methods and designing a staged, feasibility-checked integration plan linked to player development aims.
Keywords	VR, AR, immersive training, simulation, technology adoption, feasibility, cost, staff readiness, transfer, evidence, integration plan, innovation, extension module
Duration (ISO 8601)	PT6H
Prerequisite	Completion of at least one core module (Modules 1–4).
Mastery score	0.6 (60%)
Completion threshold	Core content reviewed + case-based reflection submitted + staged technology-integration concept note submitted and facilitator-validated. (No timed quiz in this extension module.)

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Part C — Programme-Level Content

Part C sits above the individual modules. It provides the assessment and recognition that make the five modules a coherent programme rather than five separate courses, the analytics and localisation infrastructure that lets the programme run and be evaluated, and the production and annex materials a build team needs. As throughout D2.2, all data is synthetic and labelled illustrative, all figures inherited from D2.1 are reproduced unchanged, and where a specific external source would be required it is described by type rather than invented.

C.1 Final applied assignment — the academy technology-integration plan

Purpose. The final assignment is the capstone that converts four core modules into one certificate-bearing outcome. It requires the learner to combine the competencies of at least two core modules into a single, realistic plan for their own academy — proving integration, not just module-by-module recall.

Who it is for. All learners pursuing the certificate of completion. Per A.4, the certificate requires the four core modules (1–4) plus submission of this final integration task. Learners completing only selected modules receive participation/module recognition and are not required to submit it.

ASSİGNMENT BRİEF (LEARNER-FACİNG)

Design a technology-integration plan for one real development priority in your academy. Your plan must draw meaningfully on at least two core modules — for example, combining performance analytics (Module 2) with wearable monitoring (Module 3) to manage a group's workload and development together, or combining scouting (Module 1) with video analysis (Module 4) to build and validate player profiles. Start from the player-development aim, not the technology.

REQUİRED COMPONENTS

63. **Development priority** — the specific football/player-development aim the plan serves, and why it matters in your context.
64. **Modules combined** — which two (or more) core modules you are integrating, and what each contributes.
65. **Technologies and methods** — the specific tools or methods, each justified against the aim, with a simple/no-budget alternative named for each.
66. **Data, ethics and welfare** — what data is collected, consent and access for minors, and the welfare safeguards (drawing on the Module 3 framing).
67. **Staged implementation** — a realistic rollout: pilot, defined success measures, review point, scale-or-stop, over 8–12 weeks.
68. **Feasibility** — cost (true cost), access, usability and staff readiness, and the key constraint you must manage.
69. **Evaluation** — how you will know the plan worked, tied to the development aim rather than to activity or enthusiasm.

SUBMİSSİON TEMPLATE (EXPORT AS FİLLABLE PDF)

Section	What to provide
1. Development priority	One-paragraph aim + why it matters here
2. Modules combined	Core modules integrated + each one's contribution
3. Technologies / methods	Tool or method per aim + a simple/no-budget alternative each
4. Data, ethics & welfare	Data collected · consent & access (minors) · welfare safeguards
5. Staged implementation	Pilot · success measures · review · scale-or-stop (8–12 weeks)

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Section	What to provide
6. Feasibility	Cost · access · usability · staff readiness · key constraint
7. Evaluation	Success defined against the aim · how you'll review honestly

ASSESSMENT RUBRİC — FİNAL İNTEGRATİON ASSİGNMENT

Criterion (weight)	Emerging	Developing	Proficient	Exemplary
Genuine integration (30%)	Modules listed, not combined.	Two modules present; link superficial.	Two+ modules meaningfully combined toward one aim.	Integration is the plan's strength; the modules clearly amplify each other.
Development focus (20%)	Technology-led; aim unclear.	Aim present but secondary.	Clear aim drives the plan.	Aim is specific, football-real, and governs every choice.
Ethics & welfare (20%)	Absent or tokenistic.	Mentioned generally.	Consent, access and welfare addressed for minors.	Ethics/welfare are designed in, not bolted on.
Feasibility & staging (20%)	'Buy and hope'; no staging.	Some staging; feasibility thin.	Realistic staged rollout with feasibility check.	Disciplined staging, honest constraints, credible walk-away.
Evaluation (10%)	No success measure.	Vague or activity-based.	Success tied to the aim.	Success measurable, honest, and benchmarked against the simple alternative.

Certification logic (from A.4, reproduced)

Certificate of completion = four core modules (1–4) complete + this final integration assignment submitted and facilitator-validated.

Module 5 (VR/AR) is an extension: recognised when completed, not required for the certificate of completion.

Selected-module learners receive a certificate of participation or module-based recognition.

C.2 Learner journey and analytics map

This section maps how a learner moves through the programme and how the portal data specified in A.5 is turned into the project's key performance indicators. It gives the build team the tracking requirements and the consortium the evaluation evidence base.

THE LEARNER JOURNEY

70. **Enrol & orient** — account, role selection, and a short diagnostic that recommends a core-module order.
71. **Core modules 1–4** — each following the A.3 sequence; progress, time, quiz scores and submissions tracked.
72. **Final integration assignment (C.1)** — the capstone; facilitator-validated.
73. **Optional extension (Module 5)** — taken on readiness; recognised separately.
74. **Certification & feedback** — certificate issued; satisfaction survey completed; ongoing-practice prompt at 8–12 weeks.

WHAT THE PORTAL CAPTURES (PER LEARNER, PER MODULE)

As specified in A.5: access to core materials; time spent; knowledge-check completion and score; applied-task submission; workshop/webinar participation; and post-module satisfaction. Each of these is recorded through the SCORM completion and score data written by the module and by the portal's own activity logs.

KPI MAP (TARGETS ARE PROJECT-LEVEL, İLLUSTRATİVE WHERE NOT FİXED BY THE GRANT)

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KPI	Target	Data source (from A.5 capture)	Portal signal
Overall completion rate	≈ 80% of enrolled learners complete the programme	Module completion flags across 1–4 + C.1	Module completion status; final-task submission
Per-module completion	≥ 60% knowledge-check score on each module	Knowledge-check score	Quiz pass/fail and score
Learner satisfaction	75–80% satisfied or better	Post-module satisfaction survey	Survey completion and rating
Tool proficiency	90% proficient in at least one tool/method	Applied-task facilitator validation	Task submission + facilitator sign-off
Inclusion	≥ 30% female or under-represented participants	Enrolment demographics (consented)	Enrolment metadata (not behavioural)
Reach / dissemination	≥ 500 downloads of open resources in year 1	Portal download counts	Resource download count

Reading the analytics honestly

These signals measure engagement and completion, not real-world impact on players. Treat a high completion rate as necessary, not sufficient: the applied-task quality sample (A.8) and the 8–12-week practice prompt are what indicate transfer into practice.

All demographic data is collected with consent and handled per the GDPR framing in A.7; inclusion monitoring must never become a barrier to participation.

C.3 Localisation and subtitling plan

English is the authored source language; Turkish and Lithuanian are produced through the workflow below, consistent with the accessibility specification in A.6. The plan covers video subtitles, transcripts, on-screen text and worksheets.

LOCALİSATİON WORKFLOW (PER MODULE)

75. **Freeze the English source** — no translation begins until the English screens, transcript and worksheet are signed off, to avoid re-translating moving content.
76. **Extract translatable strings** — on-screen copy, captions, transcript, worksheet fields and alt text, with the per-module translator glossary (each B.4) attached.
77. **Translate** — by a football-literate translator per language; glossary terms rendered consistently as specified in B.4.
78. **Native-speaker review** — a second native speaker checks meaning, football idiom, and register (learner-facing, plain-language).
79. **Time-code & integrate** — captions time-coded to the video; text reflowed and checked on mobile; worksheets re-exported as fillable PDFs per language.
80. **Localisation QA** — a final pass for truncation, contrast, and that no meaning is carried by colour or by English-only text baked into images.

CONSİSTENCY CONTROLS

- A shared TalentTECH glossary consolidates every module's B.4 glossary so a term is translated the same way across all five modules (full glossary in C.5).
- Football terminology takes priority over literal translation; where a language lacks a neat equivalent (e.g. 'guardrail', 'proxy', 'transfer'), a short gloss is kept on first use.
- Subtitle standard from A.6/B.4: 32–42 characters per line, maximum two lines, minimum one second per subtitle, verbatim and native-reviewed.

LOCALİSATİON RESPONSİBİLİTY & QA SİGN-OFF

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Step	Owner (illustrative)	Sign-off
English source freeze	Compass Academy (content lead)	Internal peer review (A.8)
Turkish translation & review	Turkish-speaking partner + native reviewer	Native-speaker reviewer
Lithuanian translation & review	Lithuanian Football Federation + native reviewer	Native-speaker reviewer
Integration & localisation QA	Vidisport (portal) / build team	Pre-deployment functionality test (A.8)

C.4 Production checklist

A build-team checklist to take each module from approved content to a deployed, accessible, tracked learning object. Every item is expected to be confirmed before a module is handed to Vidisport for portal integration (D2.6).

Area	Item	Confirmed when
Content	Figures match D2.1 section 4.3	Checked against D2.1 (level, workload, split, assessment, pass, evidence)
Content	Every LO taught, practised, assessed	B.2 alignment matrix complete and honoured
Content	Data synthetic & labelled; citations real or typed	A.7 confirmed; no invented references
Media	Explainer video produced, captioned EN/TR/LT	Video signed off; three caption tracks + transcripts attached
Media	Animations built to brief & weight budget	Each ≤ 2 MB; learner controls present (B.5)
Interactivity	Exercises & quiz built with teaching feedback	All feedback strings in; quiz pool tagged by LO/level
Downloads	Worksheet exported as fillable PDF	Offline PDF carries core content + worksheet + case
Accessibility	WCAG 2.1 AA pass	Headings, alt text, keyboard, contrast, focus order checked
Tracking	SCORM completion & score wired	Completion status and score reported to the LMS; tested on import
Packaging	SCORM 1.2 + 2004 4th Ed. package builds	Imports into test LMS; ≤ 25 MB excl. video
Responsive	Mobile-first from ~360 px	Reflow + touch interactions verified on device
Offline	USB distribution package assembled	PDF + worksheets + transcripts + downgraded video included
QA	Internal + external review + pilot done	A.8 sign-offs recorded; revisions applied
Deploy	Handover to Vidisport / D2.6	Pre-deployment functionality test passed

C.5 Annexes

The annexes consolidate, at programme level, materials that appear per module in Part B, so a build team, a translator and a reviewer each have a single reference. They are indexes to the module content rather than new material.

ANNEX A — CONSOLİDATED QUİZ BANK

All knowledge-check items from every module's B.8, tagged by module, learning outcome and cognitive level, forming the pool from which each live check randomises. Modules 1–4 target 14–16 items each; Module 5 provides ungraded formative self-checks only (it is assessed by reflection and concept note).

ANNEX B — CONSOLİDATED WORKSHEETS AND RUBRİCS

Every applied-task worksheet (B.9) and its rubric, plus the final integration assignment template and rubric (C.1), collected as the fillable-PDF set for offline use and localisation.

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ANNEX C — TRACKİNG AND COMPLETİON DATA MAP

A single reference for what each module reports to the LMS and portal: the completion status, knowledge-check score and applied-task submission flag per module, mapped to the SCORM data model and to the portal activity logs described in A.5, with module identifiers of the form talenttech.d22.m{n}. This is the data behind the KPI map in C.2.

ANNEX D — CONSOLİDATED TALENTTECH GLOSSARY

Every per-module translator glossary (B.4) merged into one authoritative list, so each term is defined once and translated consistently into Turkish and Lithuanian across all five modules (see C.3).

ANNEX E — FACİLİTATOR PACK İNDEX

A pointer to each module's B.12 facilitator notes (agendas, materials, discussion prompts, misconception guides and no-budget adaptations), assembled as a single facilitator handbook for programme delivery.

Document status

This is D2.2 v1.0 (draft for consortium review): Part A (front matter), Part B (five complete module packages, B.1–B.14), and Part C (programme-level content).

Cross-references to D2.3 (case studies), D2.4 (implementation guide), D2.5 (videos) and D2.6 (portal) point to neighbouring WP2 deliverables and are not reproduced here.

Consortium assumptions are logged in the note at the end of Part A; please confirm the CC licence variant, packaging standards, and whether Module 3's completion evidence is one artefact or two.

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